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ABSTRACT

Teaching practices appropriate to 11 different treatments of secondary school beginning French instruction are outlined and discussed. Treatments vary by (1) strategy (traditional; audiolingual or functional skills; and modified audiolingual or functional skills enriched with grammar), (2) type of laboratory (audio passive or tape recorder; audio active; and audio active record), and (3) text. A section on the traditional method (strategy 1) describes general do's and don'ts and three treatments using different texts. The section on the functional skills method (strategy 2) explains general concerns involving the use of both audio active and audio active record laboratories and suggests for their effective use, four different treatments (two different texts and two labs) in the beginning and intermediate lesson plans. The functional skills plus grammar method (strategy 3) section is organized like that for strategy 2 with the addition of two different grammar outlines, one for each text. For related documents see ED 021 512, FL 001 266, FL 001 404, and FL 001 406. (AF)

FRENCH

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# COOPERATIVE RESEARCH PROJECT

# *An Assessment of Three Foreign Language Teaching Strategies*

# TEACHER'S MANUAL [French, Level I]

RESEARCH PROJECT CENTER
WEST CHESTER STATE COLLEGE
West Chester, Pennsylvania

AA000368

~~COOPERATIVE RESEARCH PROJECT~~

# *An Assessment of Three Foreign Language Teaching Strategies,*

## TEACHER'S MANUAL [French, Level I]

RESEARCH PROJECT CENTER
WEST CHESTER STATE COLLEGE
West Chester, Pennsylvania

The Cooperative Research Project is supported by funds granted under Title VII, NDEA, U.S. Office of Education.

# COOPERATIVE RESEARCH PROJECT

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## TO THE TEACHER

It is a distinct pleasure to extend a cordial welcome to you as one of the participants in the experiment, "An Assessment of Three Foreign Language Teaching Strategies Utilizing Three Language Laboratory Systems." This project is the most comprehensive experiment to date in the teaching of foreign languages in the secondary school. Approximately sixty teachers are participating, representing numerous school districts throughout the Commonwealth. And, most important are the 1,800 students who will be studying a foreign language as part of this project during the coming academic year.

This project represents the combined efforts of four educational agencies--the United States Office of Education, the Pennsylvania Department of Public Instruction, the State Colleges, and the local school districts. The Federal Government encouraged the development of the proposal and is now contributing the lion's share of its costs; the Department of Public Instruction committed considerable resources to identifying the specific issues that deserve research priority and to the writing; the local districts, in addition to their financial contributions, agreed to abide by the research requirements. West Chester State College is the project center, coordinating the myriad details that are essential to the successful execution of the research design.

While the major concern of this experiment is to resolve significant problems for the language teacher, you will also benefit in several other ways:

1. You will be given training in the teaching methods applicable to your teaching condition.
2. You will have the benefit of the contributions of the project's consultants, who are among the country's leading linguists.
3. You will be encouraged to resolve other problems in your teaching by means of objective research.
4. You will share in the enthusiasm that accompanies an undertaking that is of such importance to your professional field.

We are depending on your cooperation, which will be the critical factor in determining the success of this project.

Emanuel Berger
Emanuel Berger
Principal Investigator

Milton C. Woodlen
Milton C. Woodlen
Project Coordinator

Alfred D. Roberts
Alfred D. Roberts
Supervisor of Instruction

## ABSTRACT

Title: A Comparison of the Effectiveness of the Traditional and Audiolingual approaches to Foreign Language Instruction Utilizing Laboratory Equipment.

Principal Investigators: Emanuel Berger, Bureau of Research, Department of Public Instruction, Pennsylvania

Alfred D. Roberts, Department of Modern Languages, West Chester State College, Pennsylvania

Contracting Agency: The Department of Public Instruction; Harrisburg, Pennsylvania

Federal Funds Requested: $68,590

Beginning and Ending Dates: October 1, 1966 - January 31, 1968

### Statement of Purpose

This study is a continuation of Project 1330, funded origionally under Title VI, NDEA. Essentially, comparing the effectiveness of the traditional and two variations of the audio-lingual approaches to foreign language instruction in the secondary school is also the purpose of this experiment.

The major purpose for continuing the experiment is to assess the effectiveness of these approaches at the termination of two years of foreign language instruction. Also, this study proposes to replicate the experimental procedures that were followed during the first year of the study with another sample of beginning language students.

The specific objectives of the phase of the study concerned with the second year of language learning are:

1. To determine which teaching strategy among the traditional, audio-lingual, and modified audio-lingual approaches best accomplishes the four objectives of the foreign language program in the secondary school - listening comprehension, speaking fluency, reading, and writing.

2. To determine which language laboratory system among the audio-passive, audio-active, and audio-active record systems best accomplishes those objectives of the foreign language program for which the laboratory is intended.

3. To determine the variable or combination of variables that best predicts foreign language achievement.

4. To identify student and teacher attitudes toward each of the teaching strategies and the laboratory systems.

5. To ascertain the levels of language mastery that can be achieved during the second year of the foreign language sequence in the secondary school.

## Procedures

1. Approximately 105 teachers of French and German were assigned during the first year of the experiment to an experimental condition -- the conventional approach or one of several variations of the audio-lingual approach.

Most of these teachers have agreed to continue with the same treatment and same students at Level Two.

2. The pre-experimental data will consist of (a) California Test of Mental Maturity, (b) Foreign Language Proficiency Tests for Teachers and Advanced Students, (c) The Modern Language Aptitude Test, (d) MLA Cooperative Classroom Tests, Form LA, (e) Listening Discrimination Test, (f) Cooperative Language Tests, ETS, 1941.

3. The criterion measures will be (a) MLA Cooperative Tests Form MB, (b) Pronunciation Test (to be developed), (c) student attitudinal scales (to be developed), (d) Cooperative Language Tests, ETS, 1941.

4. Supervision of the project teachers to assure adherence to the assigned treatment will be by means of (a) teacher manuals specifying appropriate teaching practices for each treatment, (b) classroom visitations by the field consultants during the academic year.

5. Several teacher evaluation meetings are planned during the year to enable staff and teachers to review mutual problems and plan for forthcoming procedures.

## Educational Contribution

The essential contribution of the project's end results will be to provide educators with experimental evidence regarding the methods that appear most effective in teaching a foreign language to secondary school students. The results should shed light on several critical questions regarding the current ferment in language teaching.

## RESEARCH IN SECONDARY SCHOOL FOREIGN LANGUAGE INSTRUCTION

Recent changes in foreign language teaching have been far more sweeping than in other subject areas in the secondary school. The entire gamut of materials, equipment, the teacher's role in the classroom, and the student's behavior while learning the second language have little, if anything, in common with the manner in which many of us studied a foreign language. We might even go a step further in noting that the scientific study of language is a relatively recent development.

Despite recent ferment, few educators would attempt to predict the effect these new insights will have upon teaching procedures in the foreign language classroom. One reason for this reluctance is the sheer absence of empirical data favoring a given method. Professor John Carroll traces the dearth of rigorous research in language learning to several sources--the diverse goals of language learning, the difficulties of specifying and adhering to pre-assigned teaching conditions, and the linguistic sophistication necessary for observing pupil responses.

In spite of these obstacles there are several considerations that recommend research in language learning as a potentially fruitful endeavor. Normally, the student begins the study of a new language at a zero point and proceeds to acquire a specific set of habits and skills. The changes are, for the most part, caused by stimuli that are present in the school setting--the teachers and instructional materials. Furthermore, with the development of reliable and valid measures of aptitude and achievement the task of assessment is no longer the problem it was. Thus the Department of Public Instruction deemed it timely to approach both the federal government for financial support and the local school districts for their cooperation in seeking answers to problems in foreign language teaching.

## PROJECT 1330: ITS POTENTIAL CONTRIBUTION

Project 1330 is a reality and is now entering its 2nd year. The project has been well-received because it deals with problems of concern to foreign language teachers. This project deals with questions which, when resolved, will have a profound effect on the teaching practices in language classrooms throughout the country.

Among the problems that it attempts to resolve are:

1. Which of several widely used methods of foreign language teaching is most effective in developing the four language skills--listening, speaking, reading, writing?

2. Which of three types of language laboratory systems is best suited, economically and instructionally, to language learning?

3. Is academic potential the best predictor of foreign language achievement?

4. Should methods of instruction vary according to student ability?

## SYSTEM I: THE TAPE RECORDER

The tape recorder serves several practical purposes when the teacher uses "functional" materials. The tapes provide authentic native models for imitation by the students, and the teacher is freed to circulate among the students and monitor their performance. Also, student responses may be recorded for later evaluation by the teacher.

## SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console which is wired for monitoring individual student performance.

## SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

Recording facilities at student positions provide the teacher with an additional tool in developing "functional" skills. The student records the master and his own responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performance, and closer teacher supervision is possible.

## THE ROLE OF THE "TEACHER-RESEARCHER"

The term "teacher-researcher" signifies that as a research participant you will be functioning in two capacities. We encourage you to maintain a completely natural attitude in order not to give the impression that the experimental students are "special." To the extent that your classes are representative of other classes not in the experiment we will be able to generalize the final results. If your students suspected that they were part of a novel activity and that their performances were being carefully scrutinized, it would be difficult to apply the findings to a non-project class.

The major distinction between teaching a project class and your other classes is the absolute necessity that in the former you observe the teaching procedures appropriate for your assignment. In your normal teaching situation you are encouraged to vary teaching methods whenever your judgment dictates. As a researcher you are asked to follow the rules set forth in this manual. To facilitate your compliance with this requirement we urge you to follow these procedures:

1. Plan each lesson carefully. Always use the published program's teacher edition and this manual for guidance.
2. Whenever a problem arises about teaching procedures that you are unable to resolve discuss it with your field consultant or other project personnel.
3. Attend the scheduled meetings for participating teachers during the year.
4. Follow the suggested time schedule for covering the material, using your discretion to make modifications when necessary.

5. Maintain a brief record of important experiences relevant to this project and to language learning in general. This should include recording of and reasons for a student's withdrawal from the class, difficulties in learning or teaching certain skills, candid reactions of students and teacher to any phase of the program.
6. Use discretion in discussing the project with colleagues and parents. Avoid judging the strengths and weaknesses of the experiment until the data are collected.

## ORIENTING THE STUDENT TO THE PROJECT

You are strongly advised against telling your students that this project is a major research project to determine how to teach languages effectively. Many students and many more parents will object to what they think is novel, experimental and untried.

You should emphasize that the school is collecting information about student ability and achievement in foreign language learning to offer them more effective guidance in their secondary school careers. You could discuss the differences between the study of a second language and other academic subjects. It is conceivable that ability in language learning is not related to academic proficiency in other school subjects.

## THE ROLE OF THE FIELD CONSULTANT

The field consultant is the key figure in coordinating and unifying the many people who are involved in the project. He has participated in the writing of the manual, the meetings with the language consultants, and he is a competent and knowledgeable classroom teacher. He will visit your classroom about twice a month, discuss your experiences and advise you of forthcoming events that are of concern to the project. He is not concerned with rating your teaching performance. He is concerned that you understand your assigned condition and follow the appropriate teaching procedures.

We urge that you utilize his talents whenever problems arise. His visits with other teachers and his frequent discussions with the other field consultants will alert him to solutions to problems that you will encounter.

The consultant will act as:

1. Observer - He will visit your class about twice monthly and discuss your teaching assignment in the context of your teaching situation.
2. Adviser - He will offer you guidance when needed in dealing with problems.
3. Liaison - He will inform you of other teacher's experiences, alert you to forthcoming meetings, distribute and collect material, and transmit your suggestions to the project center.

## STUDENT EVALUATION PROCEDURES

It is reasonable to expect that any broad scale educational research investigation will require the administration of various measures of aptitude, achievement and attitude uniformly to all student participants. All of these factors will be assessed at the beginning and at the end of the classroom instruction phase and at some intermediate point during the year.

General aptitude will be measured with the California Test of Mental Maturity, and language aptitude through the use of the short form of the Modern Language Aptitude Test. Achievement will be evaluated by means of cooperative classroom language tests.

In addition, attempts will be made to assess the student's attitude toward language instruction in general and toward the particular foreign language that he is studying. All testing materials including both booklets and answer sheets will be supplied by the Project Center.

## EXPERIMENTAL DESIGN

| | LABORATORY SYSTEMS | | |
|---|---|---|---|
| TEACHING STRATEGIES | No Lab | Audio-Active | Audio-Active-Record |
| Traditional Language Method | French<br>German | | |
| Functional Skills Method | | French<br>German | French<br>German |
| Functional Skills Grammar Method | | French<br>German | French<br>German |

# THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

## I. Strategy I: The Traditional Method.

The major objectives of foreign language instruction according to this method are:

1. To read with facility in the foreign language.
2. To translate from the foreign language into English and vice versa.
3. To develop an appreciation for the foreign country's culture, its people and its heritage.
4. To develop a better understanding of the syntax and structure of the student's native language.

Carefully graded reading selections in the text incorporate both the grammar to be learned and the vocabulary items. The student practices the grammar rules by applying them in written form to sample sentences following the lesson. Vocabulary lists are memorized and practiced through translation from English into the foreign language.

## II. Rationale.

The basis for the traditional approach is rooted in both common educational sense and a history of successful experience. Few would doubt that proficiency in a language's grammar accompanied by command of its lexicon will result in the stated objectives. Also, those who have taught and assessed student achievement in foreign language through the years report that effective teaching procedures, as in other academic subjects, produce the desired results. Unless there is convincing evidence to the contrary, "traditionalists" feel justified in supporting a "proven" method in preference to programs that have as yet to prove their worth in the classroom setting. Finally, educators maintain that a well educated person should be acquainted with the literature and culture of other countries.

## III. List of general criteria - traditional method.

A. Use of native tongue in the classroom predominant. Target language not to be used for purposes of communicating instructions or information to students.

B. Translation.
   1. Directly from native tongue to target language.
   2. Reading by translation from target language to native tongue.

C. Vocabulary.
   1. Word for word equivalents.
   2. Academic and literary lexicon stressed.

D. Grammar.
   1. Analysis before application.
   2. Language organized into word lists, paradigms, principal parts, rules.
   3. Analysis in depth of grammatical structures.

E. Testing.
   1. Grades based on written tests.
   2. Use of vocabulary and idiom quiz.
   3. Frequent use of dictation test.
   4. Use of tests requiring thorough knowledge of paradigms or lists.

F. Culture - the following cultural areas are emphasized:
  1. Great historical and literary personalities.
  2. Monuments.
  3. Masterpieces of art, music and literature.

G. General orientation of traditional program is academic and intellectual.

IV. Expected level of proficiency in four skills - traditional.

A. Listening comprehension.
  1. At end of semester.
    a. Understand simple words and phrases carefully and slowly enunciated.
    b. Distinguish gross phonemic variations.
  2. At end of year.
    a. Understand simple directions and basic conversational phrases spoken at slower than normal speed.
    b. Distinguish most phonemic differences.

B. Speaking.
  1. At end of semester.
    a. Ability to repeat sounds, words and phrases previously learned.
    b. Respond with little hesitation to simple questions using previously memorized answers.
  2. At end of year.
    a. Ability to repeat after the model all sounds, words and phrases.
    b. Ability to vary basic structural patterns in responding to simple questions.

C. Reading.
  1. At end of semester.
    a. Read and understand simple prose with known vocabulary.
    b. Recognize and identify grammatical structures contained in this prose.
  2. At end of year.
    a. Read and understand short narratives.
    b. Recognize grammatical structures.
    c. Sight reading of simple prose passages.

D. Writing.
  1. At end of semester.
    a. Write correctly basic conversational phrases.
    b. Ability to take dictation of familiar material.
  2. At end of year.
    a. Ability to compose short prose passage showing correct usage of grammar.
    b. Ability to take dictation of some unfamiliar material with known vocabulary.

## DO'S AND DON'TS

### Do's

1. Begin reading and writing in the first week.
2. Analyze grammar in depth.
3. Give only tests requiring reading and writing.
4. Require student mastery of paradigms.

### Don'ts

1. No systematic use of lab tapes or lab records.
2. No systematic use of native speakers in the classroom.

## CONDITION 10-3

## TRADITIONAL METHOD FRENCH

V. Specific classroom activities.

A. Overview.

1. Text: COURS ELEMENTAIRE DE FRANÇAIS, by Dale & Dale, published by D. C. Heath, First and Second Edition, 1949, 1956.

a. Teacher should have copy of textbook and Teacher's Manual and Key.

b. Student should have his own copy of text.

2. No required equipment or materials.

3. Optional equipment and materials.

a. Complete set of tapes.

b. Tape recorder (with lab manual).

c. Available realia--slides, film strips, newspapers, magazines, films and books.

B. Suggestions to the teacher.

1. Use of foreign language.

a. French may be used at teacher's discretion.

b. Grammar instruction must be given in English.

2. Lessons 1 to 5.

a. Approximately one third of daily class time to be used for oral practice.

b. After ten introductory lessons, approximately one fourth of daily class time to be used for oral practice.

3. Pronunciation.

a. Sound system to be taught by teacher-model, student-repetition.

b. IPA, although presented in text, is not to be taught for mastery.

4. Reading passages.

a. To be presented orally by teacher.

b. Class to repeat each sentence.

c. Selected passages at teacher's discretion.

5. Vocabulary.
   - a. Student to memorize vocabulary lists.
   - b. Student to memorize additional or supplementary vocabulary items appearing in each lesson.
6. Grammar.
   - a. To be taught as suggested in Teacher's Manual.
   - b. Teacher to supplement text where further clarification or examples may be needed.
   - c. Student to memorize paradigms.
7. Reading selections (following introductory lessons).
   - a. Teacher to read aloud and explain difficult passages.
   - b. Selections to be repeated by class and assigned for home study.
   - c. Translation into English for clarification.
8. Writing.
   - a. Should begin at first lesson.
   - b. May take form of:
     - 1) Homework assignment from text.
     - 2) Classroom exercises, including blackboard work.
   - c. Translation into French.
9. Homework.
   - a. Exercises on material previously introduced.
   - b. Material not previously introduced may be assigned for study.
10. Culture and civilization.
    - a. Selections to be used as supplementary reading assignments.
    - b. Pertinent realia may be used.
    - c. Time not to exceed one class period per week.
11. Review.
    - a. Daily review: teacher to use exercises provided in each lesson.
    - b. General review: teacher to spend several class periods on each of the comprehensive review lessons, completing as many exercises as possible.

12. Testing may be of the following types:
    - a. Dictation.
    - b. Vocabulary and idiom quiz.
    - c. Translation.
    - d. Reading comprehension (questions based on reading selection).
    - e. Grammar.
        - 1) Multiple choice.
        - 2) Matching.
        - 3) Completion.
        - 4) Paradigms.
        - 5) Replacement and restructure.
        - 6) Translation.

C. Recommended grammar coverage.

1. Not to be taught:
    - a. Passé simple. (Lesson 28).
    - b. Past infinitive after APRÈS. (Lesson 24).
    - c. Indefinite pronouns (except ON). (Lesson 26).
    - d. S'ASSEOIR. (Lesson 17).
    - e. ESSAYER. (Lesson 30).
    - f. CROIRE. (Lesson 30).
    - g. CE QUI and CE QUE. (Lesson 28).

D. Recommended rate of coverage.

1. At end of semester -- 13 to 15 lessons.
2. At end of year -- 26 to 30 lessons.

## CONDITION 10-4

## TRADITIONAL METHOD FRENCH

V. Specific classroom activities.

- A. Overview.
  - 1. Text: PARLEZ-VOUS FRANÇAIS? by Huebener and Neuschatz, published by D. C. Heath, Second Edition, 1958.
    - a. Teacher should have copy of textbook and Teacher's Manual and Key.
    - b. Each student should have his own copy of text.
  - 2. No required equipment and materials.
  - 3. Optional equipment and materials.
    - a. Complete set of lab tapes.
    - b. Tape recorder or record player.
    - c. Slides, film strips, newspapers, magazines, films and books.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. French may be used at teacher's discretion.
    - b. Grammar instruction must be given in English.
  - 2. Introductory lessons.
    - a. Approximately one third of daily class time to be used for oral practice.
    - b. After ten introductory lessons, an average of one fourth of class time to be used for oral practice.
  - 3. Pronunciation.
    - a. Sound system to be taught by teacher-model, student-repetition.
    - b. IPA, although presented in text, not to be taught for mastery.
  - 4. Reading passages.
    - a. To be presented orally by teacher.
    - b. Class to repeat each sentence.
    - c. Students to memorize selected passages at teacher's discretion.

5. Vocabulary.
    a. Student to memorize vocabulary lists.
    b. Student to memorize additional or supplementary vocabulary items appearing in each lesson.
6. Grammar.
    a. To be taught as suggested in Teacher's Manual.
    b. Teacher to supplement text where further clarification or examples may be needed.
    c. Student to memorize paradigms.
7. Reading selections (following introductory lessons).
    a. Teacher to read aloud and explain difficult passages.
    b. Selections to be repeated by class and assigned for home study.
    c. Translation into English for clarification.
8. Writing.
    a. Should begin at first lesson.
    b. May take form of:
        1) Homework assignment from text.
        2) Classroom exercises, including blackboard work.
    c. Translation into French.
9. Homework.
    a. Exercises on material previously introduced.
    b. Material not previously introduced may be assigned for study.
10. Culture and civilization.
    a. Selections to be used as supplementary reading assignments.
    b. Pertinent realia may be used.
    c. Time not to exceed one class period per week.
11. Review.
    a. Daily review: teacher to use exercises provided in each lesson.
    b. General review: teacher to spend several class periods on each of the comprehensive review lessons, completing as many exercises as possible.

12. Testing may be of the following types:
    - a. Dictation.
    - b. Vocabulary and idiom quiz.
    - c. Translation.
    - d. Reading comprehension (questions based on reading selection).
    - e. Grammar.
        - 1) Multiple choice.
        - 2) Matching.
        - 3) Completion.
        - 4) Paradigms.
        - 5) Replacement and restructure.
        - 6) Translation.

C. Recommended grammar coverage.

1. Additional grammar to be taught:
    - a. C'EST and IL EST.
    - b. Interrogative pronouns.
    - c. Elision.
    - d. APPELER.
    - e. ACHETER.
    - f. Demonstrative pronouns.
    - g. CORRIGER.
    - h. Negatives (NE.....PERSONNE, etc.).
    - i. Relative pronouns.
    - j. Reflexive pronouns.
    - k. Disjunctive (accentuated) pronouns.
    - l. Present participle.
    - m. Agreement with AVOIR verbs.
    - n. DEVOIR.
    - o. DEPUIS with present tense.

p. CONNAÎTRE.

q. TOUT.

D. Recommended rate of coverage.

1. At end of semester -- 25 to 30 lessons.

2. At end of year -- 50 to 57 lessons.

## CONDITION 10-5

## TRADITIONAL METHOD FRENCH

V. Specific classroom activities.

- A. Overview.
    - 1. Text: NEW FIRST YEAR FRENCH, by O'Brien & LaFrance, published by Ginn and Company, 1958.
        - a. Teacher should have copy of textbook and Teacher's Manual and Key.
        - b. Each student should have his own copy of text.
    - 2. No required equipment or materials.
    - 3. Optional equipment and materials.
        - a. Complete set of lab tapes.
        - b. Tape recorder or record player
        - c. Slides, film strips, newspapers, magazines, films and books.
- B. Suggestions to the teacher.
    - 1. Use of foreign language.
        - a. French may be used at teacher's discretion.
        - b. Grammar instruction must be given in English.
    - 2. Introductory lessons.
        - a. Approximately one third of daily class time to be used for oral practice.
        - b. After ten introductory lessons, an average of one fourth of daily class time to be used for oral practice.
    - 3. Pronunciation.
        - a. Sound system to be taught by teacher-model, student-repetition.
        - b. IPA, although presented in text, is not to be taught for mastery.
    - 4. Reading passages:
        - a. To be presented orally by teacher.
        - b. Class to repeat each sentence.
        - c. Students to memorize selected passages at teacher's discretion.

5. Vocabulary.
    a. Student to memorize vocabulary lists.
    b. Student to memorize additional or supplementary vocabulary items appearing in each lesson.
6. Grammar.
    a. To be taught as suggested in Teacher's Manual.
    b. Teacher to supplement text where further clarification or examples may be needed.
    c. Student to memorize paradigms.
7. Reading selections (following introductory lessons).
    a. Teacher to read aloud and explain difficult passages.
    b. Selections to be repeated by class and assigned for home study.
    c. Translation into English for clarification.
8. Writing.
    a. Should begin at first lesson.
    b. May take form of:
        1) Homework assignment from text.
        2) Classroom exercises, including blackboard work.
    c. Translation into French.
9. Homework.
    a. Exercises on material previously introduced.
    b. Material not previously introduced may be assigned for study.
10. Culture and civilization.
    a. Selections to be used as supplementary reading assignments.
    b. Pertinent realia may be used.
    c. Time not to exceed one class period per week.
11. Review.
    a. Daily review: teacher to use exercises provided in each lesson.
    b. General review: teacher to spend several class periods on each of the comprehensive review lessons, completing as many exercises as possible.

12. Testing may be of the following types:
    - a. Dictation.
    - b. Vocabulary and idiom quiz.
    - c. Translation.
    - d. Reading comprehension (questions based on reading selection).
    - e. Grammar.
        - 1) Multiple choice.
        - 2) Matching.
        - 3) Completion.
        - 4) Paradigms.
        - 5) Replacement and restructure.
        - 6) Translation.

C. Recommended grammar coverage.

1. Not to be taught:
    - a. Conditional tense and sentences (Lesson 36).
    - b. Compound tenses (other than past indefinite) (throughout text).
    - c. S'ASSEOIR (Lesson 14).
2. Additional grammar to be taught:
    - a. Elision.
    - b. Ordinal numbers.
    - c. Present participle.
    - d. DEPUIS with present tense.
    - e. C'EST and IL EST.
    - f. DEVOIR.

D. Recommended rate of coverage.

1. At end of semester -- 15 to 20 lessons.
2. At end of year -- 30 to 40 lessons.

## THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

### I. Strategy II: The functional skills method.

The primary objective of foreign language instruction according to the "functionalists" is that the student be able to use the language as it is used in the foreign country. It is considered essential that the four language skills be taught in a progression - listening first to the spoken word, followed by repeating orally that which was heard, then reading the graphic symbols that were both heard and spoken, and, finally, writing that which was heard, spoken and read.

The "functional skills" are taught by means of the dialog and its associated activities. There is opportunity for extensive student practice in both listening and speaking in the target language. Vocabulary is learned only in context while formal prescribed grammatical analysis is avoided.

### II. Rationale.

The principle advanced by those supporting this method is that, essentially language is speech. Written symbols are a derived and secondary form of language. W are able to use our mother tongue effectively long before we can read or write the graphic symbols representing the spoken word. Furthermore, it is claimed that language learning is a skill, not an intellectual discipline. It follows, then, that methods effective in teaching science and mathematics are not ideally suited for cultivating language habits. More appropriately, the student is instructed to practice language forms to the point that his responses are automatic, in much the same way that he uses his own language.

### III. List of general criteria - functional skills methods.

A. Use of target language in classroom.
   1. By the student: for all responses.
   2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
B. Native tongue to be used only for describing grammar and syntax.
C. Sequence of learning.
   1. Hearing.
   2. Speaking.
   3. Reading.
   4. Writing.
D. Grammar.
   1. Descriptive rather than prescriptive.
   2. Incidental to functional skills being taught.
E. Reading.
   1. Printed material always presented as a transcription of spoken forms.
   2. As direct communication without the intermediary of translation from the target language to the native tongue.
F. Writing - learned first as a transcription of spoken forms.

- G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
- H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills method.

- A. Listening comprehension.
  - 1. At end of semester.
    - a. Phonemic discrimination - all basic sounds of the language.
    - b. Understanding of basic words and phrases.
  - 2. At end of year.
    - a. Phonemic discrimination - nearly all phonemic differences.
    - b. Understand simple conversation spoken at normal speed.
- B. Speaking.
  - 1. At end of semester.
    - a. Repeat any word or phrase with good accent and intonation.
    - b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  - 2. At end of year.
    - a. Repeat sentences with correct accent and intonation.
    - b. Engage in simple conversation on a variety of basic everyday situations.
    - c. Ability to vary spontaneously any basic structures already learned.
- C. Reading.
  - 1. At end of semester - read and understand directly (without translating) simple dialogs.
  - 2. At end of year - read and understand directly dialogs and simple prose narratives dealing with everyday situations.
- D. Writing.
  - 1. At end of semester.
    - a. Reproduce in writing simple phrases previously learned.
    - b. Reproduce from dictation basic dialogs already learned.
  - 2. At end of year.
    - a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
    - b. Ability to express in writing simple concepts dealing with everyday situations.

## SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

## SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

# DO'S AND DON'TS

## Do's

1. Use lab two 25-minute periods per week.
2. Supervise and monitor all lab drill.
3. Must use lab tapes in class an average on one fourth period daily.
4. Conduct class in foreign language.
5. Use English to clarify difficult points.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Start writing at end of prereading phase.
9. Give writing assignments on previously learned material.

## Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.
8. No recording by students in lab.

FSM--AAR

## DO'S AND DON'TS

### Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drill.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English to clarify difficult points.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Start writing at end of prereading phase.
10. Give writing assignments on previously learned material.

### Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.

## LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

## LAB PROCEDURES--AAR LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Set up tape for recording.
        3) Turn on controls.

2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    a. Part I.
        1) Teacher - monitor by listening at console and/or circulating around the lab.
        2) Students - listen and record program for approximately 10 minutes.
    b. Part II.
        1) Teacher - keep order while students play back and listen to their recordings.
        2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Rewind tapes.
        2) Replace headsets.
        3) Turn off controls.

## CONDITION 14-1

## A-LM FRENCH LEVEL ONE

V. Specific classroom activities.

- A. Overview.
  - 1. Text: A-LM FRENCH LEVEL ONE, published by Harcourt, Brace and World, 1961, 1962, 1964.
    - a. Teacher to have copy of text and Teacher's Manual.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of test tapes.
    - d. Student practice records for home use.
  - 3. Optional equipment and materials.
    - a. Teacher's cue cards.
    - b. Dialog posters.
    - c, Student test booklets.
    - d. Complete set of lab tapes or records.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in French.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b, Teacher to spend an average of three to five minutes daily on pronunciation drills.
    - c. Corresponding drill tapes to be used as supplement.
    - d. For detailed instructions see Teacher's Manual.

3. Vocabulary.
   - a. Should be taught only within context of dialogs and drills.
   - b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   - a. Should be used daily for an average of one fourth of class period.
   - b. Should be used for reinforcing material previously introduced.
5. Grammar.
   - a. "Generalizations" not to be taught, assigned or tested.
   - b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
   - a. Should be introduced after Unit 4 (prereading phase), and include material previously heard.
   - b. Sequence should be from choral to individual response.
   - c. No formal translation permitted.
7. Homework.
   - a. During prereading phase, dialog memorization with aid of student practice records.
   - b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
   - c. Refer to "Writing" (below) for further homework suggestions.
8. Writing.
   - a. Should start at conclusion of prereading phase.
   - b. Should always be based on previously learned dialogs and conversations.
   - c. Consists of three types (See Teacher's Manual, Introduction, section entitled, "Reading, Writing, Spelling").
9. Culture.
   - a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.

- b. Refinement culture.
    - 1) Not developed in text.
    - 2) Brief commentary permitted when specific references appear in text.

10. Review.
    - a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    - b. "Recombination Reading Narratives," Units 10 to 14.

11. Testing.
    - a. Proportion of grade based on oral testing.
        - 1) Prereading phase - 100 per cent.
        - 2) After prereading phase - 50 per cent.
    - b. Unit tests (with key) in Teacher's Manual to be administered.
    - c. To supplement, teacher may use following types of tests:
        - 1) Dictation (only of previously learned material).
        - 2) Rejoinder and completion.
        - 3) Multiple choice.
        - 4) True-false.

C. Methodology.

1. Dialog.
    - a. Give oral model of dialog sentences.
    - b. Dramatize sentences, using props, gestures, etc.
    - c. Indicate speaker, using dialog posters or stick figures.
    - d. Drill dialog by proceeding from choral, part-choral to individual.
    - e. After several sentences have been learned, play that portion of practice record for class.
        - 1) Distribute records.
        - 2) Ask students to practice lines at home for 15 to 20 minutes.
    - f. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.
    - a. Relate dialog to student's personal experience to aid memorization.

    - b. Present oral models.
    - c. Practice with students.
    - d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.
    - a. Present frame utterance exemplifying grammatical point.
    - b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
    - a. Stimulate controlled conversation by commands.
    - b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
    - a. Recite narrative once or twice and question students for comprehension.
    - b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
    - a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
    - a. Teach by repetition.
    - b. Drill by question-answer.
8. Tapes.
    - a. In the laboratory.
        - 1) Two 25-minute periods per week.
        - 2) Student must not record.
        - 3) Do not use dialogs.
        - 4) Supervise all drill (See Teacher's Edition for detailed instructions).
        - 5) Supplementary lab drill for individual students at discretion of teacher.
    - b. In the classroom.
        - 1) Average of one fourth of total weekly instruction time.
        - 2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester - 4 to 5 units.
2. At end of year - 9 units.

## VI. Model Lesson Plans.

### FSM

### FIRST DAY

A. Orientation.
   1. Explanation of course objectives and procedures.
      a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
      b. Language learning - acquiring skills of communication.
         1) Speaking, reading, writing.
         2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
         3) Like learning to play a musical instrument.
            a) Skills developed through practice, correction and more practice.
            b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
   1. Concentration of two important aspects of language learning.
      a. New sound system.
         1) No books, printed material or chalkboards until after first four lessons have been learned.
         2) After thorough mastery, students will learn to read and write the already learned materials.
         3) Memorization of basic dialogs by imitation and repetition after model.
         4) Work with pronunciation and structure drills.
         5) Teacher to serve as primary model.
            a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
      b. Basic grammatical structures.
         1) Method of attaining correct usage in regard to grammatical patterns of the language.
            a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
   2. Use of names.
      a. Assign to each student his name equivalent in the foreign language.
      b. Teach each student to say "My name is __________" in the language.
      c. Substitute these names in context with the appropriate changes in snytax when teaching.
   3. Insist on active student participation.
   4. Time allowing, begin presentation of basic dialog, Unit 1.

FSM

## INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
1. Supplement, Unit 5 (Months of year, colors).
   a. Individual response to teacher question.
   b. Choral reinforcement as needed.

B. Basic material (15 minutes).
1. Introduce first half of dialog, Unit 6.
   a. Give English.
      1) Make use of props, gestures and dramatization.
   b. Model French.
      1) Make use of the same props, gestures and dramatization.
2. Teach first four lines of dialog.
   a. Model each line several times.
      1) Break lines into partials where necessary.
   b. Elicit choral, part-choral and individual repetition.
   c. Give English for difficult lexical items that recur.

C. Review (15 minutes).
1. Indefinite articles, Unit 5.
   a. Rapid choral review of repetition drill.
   b. Random sampling of remaining drills on indefinite articles.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
2. Pronunciation drill A, Unit 5, Teacher's Manual, p. 59.
   a. Model words and sentences.
   b. Individual repetition.
   c. Choral reinforcement when needed.
3. Directed dialog, Unit 5.
   a. Rapid work with pairs of students (at their seats).
   b. Cue correct responses to prevent "stumbling."
   c. Choral and part-choral repetition of correct responses.

D. Reading, writing, spelling section (10 minutes).
1. Lesson 9, page 99.
   a. Review - contrast drill.
   b. Dictation.

E. Re-entry (2 minutes).
1. Choral repetition of first four lines of dialog, Unit 6.

F. Assignment: Practice record six, side A, band 1.

## CONDITION 14-2

## ECOUTER ET PARLER

V. Specific classroom activities.

A. Overview.

1. Text: LE FRANÇAIS: ECOUTER ET PARLER, by Côté, Levy and O'Connor, published by Holt, Rinehart and Winston, 1962.
    a. Teacher to have copy of Teacher's Edition.
    b. Each student to have his own copy of text.
2. Required equipment and materials.
    a. Audio-active laboratory.
    b. Tape recorder or record player.
    c. Complete set of sequential lab tapes.
    d. Student practice records for home use.
    e. Tests for evaluation of listening and reading comprehension.
3. Optional equipment and materials.
    a. Set of flashcards.
    b. Printed unit quizzes.
    c. Grading charts.
    d. Songbooks with recordings.
    e. Complete set of test tapes.

B. Suggestions to the teacher.

1. Use of foreign language.
    a. Essential for teacher to conduct class in French.
    b. English to be used only when necessary for clarifying difficult points.
2. Pronunciation.
    a. Teacher's pronunciation to serve as model.
    b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

   c. For detailed instructions see specific units of Teacher's Edition.

3. Vocabulary.
   a. Should be taught only within context of dialogs and drills.
   b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   a. Should be used daily for an average of one fourth of class period.
   b. Should be used for reinforcing material previously introduced.
5. Grammar.
   a. Not to be taught, assigned or tested.
   b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
   a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
   b. Sequence should be from choral to individual response.
   c. No formal translation permitted.
7. Homework.
   a. During prereading phase, dialog memorization with aid of student practice records.
   b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
   c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
   a. Should start at conclusion of prereading phase.
   b. Should always be based on previously learned dialogs and conversations.
   c. Refer to Teacher's Edition for further suggestions for written work.
9. Culture.
   a. Only everyday activities and situations (the anthropologist's "total

culture") treated in text.

b. Refinement culture.

1) Not developed in text, except for folksong section.

2) Brief commentary permitted when specific references appear in text.

10. Review.

a. Calculated recurrence in text of vocabulary and structure.

b. Use review sections after Units 5, 8, 10, 13, 15.

11. Testing.

a. Proportion of grade based on oral testing:

1) Prereading phase - 100 per cent.

2) After prereading - 50 per cent.

b. Printed tests to be administered after Units 5, 10, 15.

c. To supplement, teacher may use following types of tests:

1) Dictation (only of previously learned material).

2) Rejoinder and completion.

3) Multiple choice.

4) True-false.

C. Methodology.

1. Dialog.

a. Give oral model of dialog sentences.

b. Dramatize sentences, using props, gestures, etc.

c. Drill dialog by proceeding from choral, part-choral to individual.

d. After several sentences have been learned, play that portion of practice record for class.

1) Distribute records.

2) Ask students to practice lines at home for 15 to 20 minutes.

2. Question-answer practice.

a. Present oral models.

    - b. Begin repetition by class, row and individual.
    - c. Perform in pairs.

3. Pattern practice.
    - a. Model pattern several times with first substitution item.
    - b. Have students imitate model.
    - c. Follow procedure (a, b) through all substitution items.
    - d. Have students close books and repeat drill as before.
4. Teaching games (See Teacher's Edition).
5. Conversations.
    - a. Read conversation once or twice to students who follow it in their texts.
    - b. See Teacher's Edition for procedure and for extending conversations.
6. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
    - a. Teach by repetition.
    - b. Drill by question-answer.
7. Tapes.
    - a. In the laboratory.
        - 1) Two 25-minute periods per week.
        - 2) Student must not record.
        - 3) Do not use dialogs.
        - 4) Supervise all drill (See Teacher's Edition for detailed instructions).
        - 5) Supplementary lab drill for individual students at discretion of teacher.
    - b. In the classroom.
        - 1) Average of one fourth of total weekly instruction time.
        - 2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester - 5 units.
2. At end of year - 10 units.

## VI. Model Lesson Plans.

### FSM

### FIRST DAY

A. Orientation.
  1. Explanation of course objectives and procedures.
    a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
    b. Language learning - acquiring skills of communication.
      1) Speaking, reading, writing.
      2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
      3) Like learning to play a musical instrument.
        a) Skills developed through practice, correction and more practice.
        b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
  1. Concentration of two important aspects of language learning.
    a. New sound system.
      1) No books, printed material or chalkboards until after first four lessons have been learned.
      2) After thorough mastery, students will learn to read and write the already learned materials.
      3) Memorization of basic dialogs by imitation and repetition after model.
      4) Work with pronunciation and structure drills.
      5) Teacher to serve as primary model.
        a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
    b. Basic grammatical structures.
      1) Method of attaining correct usage in regard to grammatical patterns of the language.
        a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
  2. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is __________" in the language.
    c. Substitute these names in context with the appropriate changes in snytax when teaching.
  3. Insist on active student participation.
  4. Time allowing, begin presentation of basic dialog, Unit 1.

## VI. Model lesson plans.

### FSM

### INTERMEDIATE - UNIT 6

- A. Warm-up (3 minutes).
  - 1. Cardinal numbers, Unit 5.
    - a. Counting in and out of sequence.
    - b. Choral reinforcement where needed.
- B. Basic material (15 minutes).
  - 1. Introduce first half of dialog, Unit 6.
    - a. Give English.
      - 1) Make use of props, gestures and dramatizations.
    - b. Model French.
      - 1) Make use of same props, gestures and dramatizations.
  - 2. Teach first half of dialog, Unit 6.
    - a. Model each line several times.
      - 1) Break lines into partials where needed, using "backward build-up."
    - b. Elicit choral, part-choral and individual repetition.
    - c. Give English for difficult lexical items that recur.
- C. Review (15 minutes).
  - 1. Pattern practices, Unit 5.
    - a. Rapid choral repetition of patterns.
    - b. Random sampling of individual repetition (May use item substitution).
    - c. Choral reinforcement on weak points only.
  - 2. Check-up on pronunciation (Teacher's Edition).
    - a. Check individual pronunciation of key words.
    - b. Choral repetition where reinforcement is needed.
  - 3. Factual and personal questions, Unit 5.
    - a. Found in conversations.
    - b. Questions to elicit both first and third person questions and answers.
    - c. Rapid work with pairs of students (at their seats).
    - d. Cue correct responses to prevent "stumbling."
    - e. Choral and part-choral repetition of correct responses.
- D. Reading, writing and spelling (10 minutes).
  - 1. Dialog and question-answer practice, Unit 5.
    - a. Review reading.
      - 1) Choral - individual.
    - b. Dictation.
- E. Re-entry (2 minutes).
  - 1. Choral repetition of first half of dialog, Unit 6.
- F. Assignment: Practice record six, side A, band 1.

## THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

### I. Strategy II: The functional skills method.

The primary objective of foreign language instruction according to the "functionalists" is that the student be able to use the language as it is used in the foreign country. It is considered essential that the four language skills be taught in a progression - listening first to the spoken word, followed by repeating orally that which was heard, then reading the graphic symbols that were both heard and spoken, and, finally, writing that which was heard, spoken and read.

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### III. List of general criteria - functional skills methods.

A. Use of target language in classroom.
    1. By the student: for all responses.
    2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
B. Native tongue to be used only for describing grammar and syntax.
C. Sequence of learning.
    1. Hearing.
    2. Speaking.
    3. Reading.
    4. Writing.
D. Grammar.
    1. Descriptive rather than prescriptive.
    2. Incidental to functional skills being taught.
E. Reading.
    1. Printed material always presented as a transcription of spoken forms.
    2. As direct communication without the intermediary of translation from the target language to the native tongue.
F. Writing - learned first as a transcription of spoken forms.

G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills method.

A. Listening comprehension.
    1. At end of semester.
        a. Phonemic discrimination - all basic sounds of the language.
        b. Understanding of basic words and phrases.
    2. At end of year.
        a. Phonemic discrimination - nearly all phonemic differences.
        b. Understand simple conversation spoken at normal speed.
B. Speaking.
    1. At end of semester.
        a. Repeat any word or phrase with good accent and intonation.
        b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
    2. At end of year.
        a. Repeat sentences with correct accent and intonation.
        b. Engage in simple conversation on a variety of basic everyday situations.
        c. Ability to vary spontaneously any basic structures already learned.
C. Reading.
    1. At end of semester - read and understand directly (without translating) simple dialogs.
    2. At end of year - read and understand directly dialogs and simple prose narratives dealing with everyday situations.
D. Writing.
    1. At end of semester.
        a. Reproduce in writing simple phrases previously learned.
        b. Reproduce from dictation basic dialogs already learned.
    2. At end of year.
        a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
        b. Ability to express in writing simple concepts dealing with everyday situations.

## SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

## SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSM--AA

# DO'S AND DON'TS

## Do's

1. Use lab two 25-minute periods per week.
2. Supervise and monitor all lab drill.
3. Must use lab tapes in class an average on one fourth period daily.
4. Conduct class in foreign language.
5. Use English to clarify difficult points.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Start writing at end of prereading phase.
9. Give writing assignments on previously learned material.

## Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.
8. No recording by students in lab.

FSM--AAR

## DO'S AND DON'TS

### Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drill.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English to clarify difficult points.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Start writing at end of prereading phase.
10. Give writing assignments on previously learned material.

### Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.

# LAB PROCEDURES--AA LAB

1. Equipment check.
   a. Teacher.
      1) Turn on console power and put on program.
      2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
   b. Students.
      1) Check for and report any damage at once.
      2) Turn on controls.
2. Opening procedures.
   a. Teacher - start program.
   b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
   a. Part I.
      1) Teacher - listen and evaluate students.
      2) Students - listen and respond to program for approximately 10 minutes.
   b. Part II.
      1) Teacher - monitor and correct students.
      2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
   a. Teacher.
      1) Rewind program tapes.
      2) Turn off console power.
   b. Students.
      1) Replace headsets.
      2) Turn off controls.

## LAB PROCEDURES--AAR LAB

1. Equipment check.
   a. Teacher.
      1) Turn on console power and put on program.
      2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
   b. Students.
      1) Check for and report any damage at once.
      2) Set up tape for recording.
      3) Turn on controls.

2. Opening procedures.
   a. Teacher - start program.
   b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
   a. Part I.
      1) Teacher - monitor by listening at console and/or circulating around the lab.
      2) Students - listen and record program for approximately 10 minutes.
   b. Part II.
      1) Teacher - keep order while students play back and listen to their recordings.
      2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
   a. Teacher.
      1) Rewind program tapes.
      2) Turn off console power.
   b. Students.
      1) Rewind tapes.
      2) Replace headsets.
      3) Turn off controls.

CONDITION 16-1

A-LM FRENCH LEVEL ONE

V. Specific Classroom Activities.

A. Overview.

1. Text: A-LM FRENCH LEVEL ONE, published by Harcourt, Brace and World, 1961, 1962, 1964.
    a. Teacher to have copy of text and Teacher's Manual.
    b. Each student to have his own copy of text.
2. Required equipment and materials.
    a. Audio-active-record laboratory.
    b. Tape recorder or record player.
    c. Complete set of lab tapes or records.
    d. Student practice records for home use.
3. Optional equipment and materials.
    a. Teacher's cue cards.
    b. Dialog posters.
    c. Student test booklets.
    d. Complete set of test tapes.

B. Suggestions to the teacher.

1. Use of foreign language.
    a. Essential for teacher to conduct class in French.
    b. English to be used only when necessary for clarifying difficult points.
2. Pronunciation.
    a. Teacher's pronunciation to serve as model.
    b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
    c. Corresponding drill tapes to be used as supplement.
    d. For detailed instructions see Teacher's Manual.
3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vacabulary.

4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. "Generalizations" not to be taught, assigned or tested.
    b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (below) for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (see anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text.
        2) Brief commentary permitted when specific references appear in text.

10. Review.
    a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase - 100 per cent.
        2) After prereading phase - 50 per cent.
    b. Unit tests (with key) in Teacher's Manual to be administered.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-falso.

C. Methodology.

1. Dialog.
    a. Give oral model of dialog sentences.
    b. Dramatize sentences, using props, gestures, etc.
    c. Indicate speaker, using dialog posters or stick figures.
    d. Drill dialog by proceeding from choral, part-choral to individual.
    e. After several sentences have been learned, play that portion of practice record for class.
        1) Distribute records.
        2) Ask students to practice lines at home for 15 to 20 minutes.
    f. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
    a. Relate dialog to student's personal experience to aid memorization.
    b. Present oral models.
    c. Practice with students.
    d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.
    a. Present frame utterance exemplifying grammatical point.
    b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
    a. Stimulate controlled conversation by commands.
    b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
    a. Recite narrative once or twice and question students for comprehension.
    b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
    a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
    a. Teach by repetition.
    b. Drill by question-answer.
8. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Half of time to be devoted to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Manual for instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester--4 to 5 units.
    2. At end of year--9 units.

## VI. Model Lesson Plans.

### FSM

### FIRST DAY

- A. Orientation.
  - 1. Explanation of course objectives and procedures.
    - a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
    - b. Language learning - acquiring skills of communication.
      - 1) Speaking, reading, writing.
      - 2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
      - 3) Like learning to play a musical instrument.
        - a) Skills developed through practice, correction and more practice.
        - b) Language is actually a habit, something automatic, communicative.

- B. Method of first four units.
  - 1. Concentration of two important aspects of language learning.
    - a. New sound system.
      - 1) No books, printed material or chalkboards until after first four lessons have been learned.
      - 2) After thorough mastery, students will learn to read and write the already learned materials.
      - 3) Memorization of basic dialogs by imitation and repetition after model.
      - 4) Work with pronunciation and structure drills.
      - 5) Teacher to serve as primary model.
        - a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
    - b. Basic grammatical structures.
      - 1) Method of attaining correct usage in regard to grammatical patterns of the language.
        - a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
  - 2. Use of names.
    - a. Assign to each student his name equivalent in the foreign language.
    - b. Teach each student to say "My name is ________" in the language.
    - c. Substitute these names in context with the appropriate changes in snytax when teaching.
  - 3. Insist on active student participation.
  - 4. Time allowing, begin presentation of basic dialog, Unit 1.

## INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (Months of year, colors).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.

B. Basic material (15 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model French.
      1) Make use of the same props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary.
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (15 minutes).
  1. Indefinite articles, Unit 5.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on indefinite articles.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation drill A, Unit 5, Teacher's Manual, p. 59.
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Directed dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.

D. Reading, writing, spelling section (10 minutes).
  1. Lesson 9, page 99.
    a. Review - contrast drill.
    b. Dictation.

E. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.

F. Assignment: Practice record six, side A, band 1.

## CONDITION 16-2

## ECOUTER ET PARLER

V. Specific classroom activities.

- A. Overview.
  - 1. Text: LE FRANÇAIS: ECOUTER ET PARLER, by Côté, Levy and O'Connor, published by Holt, Rinehart and Winston, 1962.
    - a. Teacher to have copy of Teacher's Edition.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active-record laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of sequential lab tapes.
    - d. Student practice records for home use.
    - e. Tests for evaluation of listening and reading comprehension.
  - 3. Optional equipment and materials.
    - a. Set of flashcards.
    - b. Printed unit quizzes.
    - c. Grading charts.
    - d. Songbooks with recordings.
    - e. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in French.
    - b. English to be used only when necessary for clarifying difficult points.

2. Pronunciation.
   - a. Teacher's pronunciation to serve as model.
   - b. Teacher to spend three to five minutes daily on pronunciation drills.
   - c. For detailed instructions see specific units of Teacher's Edition.
3. Vocabulary.
   - a. Should be taught only within context of dialogs and drills.
   - b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   - a. Should be used daily for an average of one fourth of class period.
   - b. Should be used only for reinforcing previously introduced material.
5. Grammar.
   - a. Not to be taught, assigned or tested.
   - b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
   - a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
   - b. Sequence should be from choral to individual response.
   - c. No formal translation permitted.
7. Homework.
   - a. During prereading phase, dialog memorization with aid of student practice records.
   - b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
   - c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
   - a. Should start at conclusion of prereading phase.
   - b. Should always be based on previously learned dialogs and conversations.
   - c. Refer to Teacher's Edition for further suggestions for written work.

9. Culture.
   - a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
   - b. Refinement culture.
     - 1) Not developed in text, except for folksong section.
     - 2) Brief commentary permitted when specific references appear in text.

10. Review.
   - a. Calculated recurrence in text of vocabulary and structure.
   - b. Use review sections after Units 5, 8, 10, 13, 15.

11. Testing.
   - a. Proportion of grade based on oral testing:
     - 1) Prereading phase--100 per cent.
     - 2) After prereading phase--50 per cent.
   - b. Printed tests to be administered after Units 5, 10, 15.
   - c. To supplement, teacher may use following types of tests:
     - 1) Dictation (only of previously learned material).
     - 2) Rejoinder and completion.
     - 3) Multiple choice.
     - 4) True-false.

C. Methodology.

1. Dialog.
   - a. Give oral model of dialog sentences.
   - b. Dramatize sentences, using props, gestures, etc.
   - c. Drill dialog by proceeding from choral, part-choral to individual.
   - d. After several sentences have been learned, play that portion of practice record for class.
     - 1) Distribute records.
     - 2) Ask students to practice lines at home for 15 to 20 minutes.

2. Question-answer practice.
    a. Present oral models.
    b. Begin repetition by class, row and individual.
    c. Perform in pairs.
3. Pattern practice.
    a. Model pattern several times with first substitution item.
    b. Have students imitate model.
    c. Follow procedure (a,b) through all substitution items.
    d. Have students close books and repeat drill as before.
4. Teaching games (See Teacher's Edition).
5. Conversations.
    a. Read conversation once or twice to students who follow it in their texts.
    b. See Teacher's Edition for procedure and for extending conversations.
6. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
    a. Teach by repetition.
    b. Drill by question-answer.
7. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Devote half of time to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Edition for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester--5 units.
2. At end of year--10 units.

## VI. Model Lesson Plans.

### FSM

### FIRST DAY

A. Orientation.
   1. Explanation of course objectives and procedures.
      a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
      b. Language learning - acquiring skills of communication.
         1) Speaking, reading, writing.
         2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
         3) Like learning to play a musical instrument.
            a) Skills developed through practice, correction and more practice.
            b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
   1. Concentration of two important aspects of language learning.
      a. New sound system.
         1) No books, printed material or chalkboards until after first four lessons have been learned.
         2) After thorough mastery, students will learn to read and write the already learned materials.
         3) Memorization of basic dialogs by imitation and repetition after model.
         4) Work with pronunciation and structure drills.
         5) Teacher to serve as primary model.
            a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
      b. Basic grammatical structures.
         1) Method of attaining correct usage in regard to grammatical patterns of the language.
            a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
   2. Use of names.
      a. Assign to each student his name equivalent in the foreign language.
      b. Teach each student to say "My name is ________" in the language.
      c. Substitute these names in context with the appropriate changes in snytax when teaching.
   3. Insist on active student participation.
   4. Time allowing, begin presentation of basic dialog, Unit 1.

## VI. Model lesson plans.

### FSM

### INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Cardinal numbers, Unit 5.
    a. Counting in and out of sequence.
    b. Choral reinforcement where needed.
B. Basic material (15 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatizations.
    b. Model French.
      1) Make use of same props, gestures and dramatizations.
  2. Teach first half of dialog, Unit 6.
    a. Model each line several times.
      1) Break lines into partials where needed, using "backward build-up."
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.
C. Review (15 minutes).
  1. Pattern practices, Unit 5.
    a. Rapid choral repetition of patterns.
    b. Random sampling of individual repetition (May use item substitution).
    c. Choral reinforcement on weak points only.
  2. Check-up on pronunciation (Teacher's Edition).
    a. Check individual pronunciation of key words.
    b. Choral repetition where reinforcement is needed.
  3. Factual and personal questions, Unit 5.
    a. Found in conversations.
    b. Questions to elicit both first and third person questions and answers.
    c. Rapid work with pairs of students (at their seats).
    d. Cue correct responses to prevent "stumbling."
    e. Choral and part-choral repetition of correct responses.
D. Reading, writing and spelling (10 minutes).
  1. Dialog and question-answer practice, Unit 5.
    a. Review reading.
      1) Choral - individual.
    b. Dictation.
E. Re-entry (2 minutes).
  1. Choral repetition of first half of dialog, Unit 6.
F. Assignment: Practice record six, side A, band 1.

## I. Strategy III: The functional skills-grammar method.

This condition subscribes to both the objectives and the basic methodology of the "Functional Skills Method." The major point of contention is how best to develop structural mastery - the basis of effective language usage - in the school setting.

According to this approach pattern drills are supplemented by explicit instruction in the appropriate grammar. Extreme care is exercised to limit the grammar to clarifying the pattern which was practiced during the dialog - (grammar is not taught independently of the language habits developed).

## II. Rationale.

Essentially, there is no empirical evidence to support the elimination of formal grammar instruction in teaching a foreign language. Indeed, Mueller reported that students frequently fail to perceive grammatical signals even after extensive drills. Others argue that the manner in which a child learns his native tongue is not entirely analogous to the way an adolescent learns a second language in the classroom. In the latter case the student can "bring his intellect to bear on his problems and can speed up immeasurably through generalizations, shortcuts, and insights into the way the language operates if, and when, he understands its structure analytically."

Finally, the accompanying explanation might serve to prevent possible student boredom when he indulges in repetitious practice for considerable periods of time.

## III. List of general criteria.

- A. Use of target language in classroom.
  - 1. By the student: for all responses.
  - 2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
- B. Native tongue to be used only for describing grammar and syntax.
- C. Sequence of learning.
  - 1. Hearing.
  - 2. Speaking.
  - 3. Reading.
  - 4. Writing.
- D. Grammar.
  - 1. Descriptive rather than prescriptive.
  - 2. Incidental to functional skills being taught.
- E. Reading.
  - 1. Printed material always presented as a transcription of spoken forms.
  - 2. As direct communication without the intermediary of translation from the target language to the native tongue.
- F. Writing - learned first as a transcription of spoken forms.
- G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
- H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills-grammar method.

- A. Listening comprehension.
    - 1. At end of semester.
        - a. Phonemic discrimination - all basic sounds of the language.
        - b. Understanding of basic words and phrases - spoken at normal speed.
    - 2. At end of year.
        - a. Phonemic discrimination - nearly all phonemic differences.
        - b. Understand simple conversation spoken at normal speed.

- B. Speaking.
    - 1. At end of semester.
        - a. Repeat any word or phrase with good accent and intonation.
        - b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
    - 2. At end of year.
        - a. Repeat sentences with correct accent and intonation.
        - b. Engage in simple conversation on a variety of basic everyday situations.
        - c. Ability to vary spontaneously any basic structures already learned.

- C. Reading.
    - 1. At end of semester.
        - a. Read and understand directly (without translating) simple dialogs.
        - b. Understand grammatical functions in the reading material.
    - 2. At end of year.
        - a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
        - b. Ability to understand all grammatical functions in the readings.

- D. Writing.
    - 1. At end of semester.
        - a. Write simple phrases previously learned with understanding of the grammatical functions involved.
        - b. Reproduce from dictation basic dialogs already learned.
    - 2. At end of year.
        - a. Ability to answer questions in writing with spontaneous variation of forms and structures previously learned.
        - b. Ability to express in writing simple concepts dealing with everyday situations.

## SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

## SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSGM--AA

## DO'S AND DON'TS

### Do's

1. Use lab two 25-minute periods per week.
2. Use lab tapes in class an average of one fourth period daily.
3. Supervise and monitor all lab drill.
4. Conduct class in foreign language.
5. Use English only for explaining structures and grammar.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Devote an average of one third of class time to teaching of grammar.
9. Teach grammar after textual examples appear.
10. Follow grammar sequence prescribed by text.
11. Require students to keep notebook for grammar.
12. Have students memorize rules of grammar.
13. Start writing at end of prereading phase.
14. Give writing assignments on previously learned material.

### Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.
6. No recording by students in lab.

FSGM--AAR

## DO'S AND DON'TS

### Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drills.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English only for explaining structures and grammar.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Devote an average of one third of class time to grammar.
10. Follow grammar sequence prescribed by text.
11. Teach grammar after textual examples appear.
12. Require students to keep notebook for grammar.
13. Have students memorize rules of grammar.
14. Start writing at end of prereading phase.
15. Give writing assignments on previously learned material.

### Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.

# LAB PROCEDURES--AA LAB

1. Equipment check.
    - a. Teacher.
        - 1) Turn on console power and put on program.
        - 2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    - b. Students.
        - 1) Check for and report any damage at once.
        - 2) Turn on controls.
2. Opening procedures.
    - a. Teacher - start program.
    - b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    - a. Part I.
        - 1) Teacher - listen and evaluate students.
        - 2) Students - listen and respond to program for approximately 10 minutes.
    - b. Part II.
        - 1) Teacher - monitor and correct students.
        - 2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    - a. Teacher.
        - 1) Rewind program tapes.
        - 2) Turn off console power.
    - b. Students.
        - 1) Replace headsets.
        - 2) Turn off controls.

## LAB PROCEDURES--AAR LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Set up tape for recording.
        3) Turn on controls.

2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    a. Part I.
        1) Teacher - monitor by listening at console and/or circulating around the lab.
        2) Students - listen and record program for approximately 10 minutes.
    b. Part II.
        1) Teacher - keep order while students play back and listen to their recordings.
        2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Rewind tapes.
        2) Replace headsets.
        3) Turn off controls.

## CONDITION 13-1

## A-LM FRENCH LEVEL ONE

V. Specific classroom activities.

- A. Overview.
  - 1. Text: A-LM FRENCH LEVEL ONE, published by Harcourt, Brace and World, 1961, 1962, 1964.
    - a. Teacher to have copy of text and Teacher's Manual.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of lab tapes or records.
    - d. Student practice records for home use.
  - 3. Optional equipment and materials.
    - a. Teacher's cue cards.
    - b. Dialog posters.
    - c. Student test booklets.
    - d. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in French.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
    - c. Corresponding drill tapes to be used as supplement.
    - d. For detailed instructions see Teacher's Manual.

8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase - 100 per cent.
        2) After prereading phase - 50 per cent.
    b. Unit tests (with key) in Teacher's Manual to be administered.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-false.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing of material previously introduced.
5. Grammar.
    a. All grammar appearing in "Generalizations" to be taught.
    b. In addition, the following to be taught:
        1) Verbs.
            a) Imperative, formal and familiar.
            b) Future tense.
            c) Agreement of past participle with AVOIR verbs.
        2) Pronouns.
            a) Interrogative.
            b) Possessive.
            c) Object pronouns with imperative.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (following page) for further homework suggestions.

C. Methodology.

1. Dialog.

   a. Give oral model of dialog sentences.

   b. Dramatize sentences, using props, gestures, etc.

   c. Indicate speaker, using dialog posters or stick figures.

   d. Drill dialog by proceeding from choral, part-choral to individual.

   e. After several sentences have been learned, play that portion of practice record for class.

      1) Distribute records.

      2) Ask students to practice lines at home for 15 to 20 minutes.

   f. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.

   a. Relate dialog to student's personal experience to aid memorization.

   b. Present oral models.

   c. Practice with students.

   d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.

   a. Present frame utterance exemplifying grammatical point.

   b. For detailed instructions see Teacher's Manual.

4. Directed dialog.

   a. Stimulate controlled conversation by commands.

   b. For presentation see Teacher's Manual.

5. "Generalizations."

   a. Draw paradigms (found at end of unit in text) on blackboard.

   b. Explain grammatical rules and exceptions, and give examples.

   c. Work with applicable drills.

   d. Have student keep a notebook.

        1) This to include grammar rules and paradigms.

        2) This material to be memorized by student.

6. "Recombination Narratives."

    a. Recite narrative once or twice and question students for comprehension.

    b. See Teacher's Manual for further procedure.

7. "Recombination Reading Narratives."

    a. Read narrative once or twice to students who follow it in their texts.

8. "Supplement."

    a. Teach by repetition.

    b. Drill by question-answer.

9. Tapes.

    a. In the laboratory.

        1) Two 25-minute periods per week.

        2) Student must not record.

        3) Do not use dialogs.

        4) Supervise all drill (See Teacher's Manual for detailed instructions).

        5) Supplementary lab drill for individual students at discretion of teacher.

    b. In the classroom.

        1) Average of one fourth of total weekly instruction time.

        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester - 4 to 5 units.

2. At end of year - 9 units.

VI. Model lesson plans.

## FSG

## FIRST DAY

A. Orientation.

1. Explanation of course objectives and procedures.
    - a. Language as combination of speech and grammar.
        - 1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
        - 2) Language learning - acquiring skills of communication.
            - a) Speaking, reading, writing.
            - b) Must "break the sound barrier" while understanding grammatical structures included.
            - c) Like learning to play a musical instrument.
                - 1. Skills developed through practice, correction and more practice.
                - 2. Language is actually a habit, with correct grammatical construction being automatic.
                - 3. Language is communicative.

B. Method of first four units.

1. New sound system.
    - a. Mastery in speech and listening is necessary.
    - b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking procedure.

2. Gaining control of new sound systems.
    - a. Memorization of basic dialogs by imitation and repetition after model.
    - b. Work with pronunciation and structure drills.
    - c. Teacher to serve as primary model.
        - 1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.

3. Gaining control of grammatical patterns.
    - a. Speaking drills.
    - b. Grammar generalizations.

4. Use of names.
    - a. Assign to each student his name equivalent in the foreign language.
    - b. Teach student to say "My name is ________" in the language.
    - c. Substitute these names in context with the appropriate changes in syntax when teaching.
    - d. Insist on active student participation.

5. Time allowing, begin presentation of basic dialog, Unit 1.

## FSG

## INTERMEDIATE

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (Months of year, colors).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.

B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary.
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (10 minutes).
  1. Indefinite articles, Unit 5.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on indefinite articles.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation Drill A, Unit 5, Teacher's Manual, page 59.
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Directed dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
  1. Lesson 9, page 99.
    a. Review contrast drill.
    b. Dictation.

E. Grammar (10 minutes).
  1. Drawing paradigm of grammar generalization on board (To be found at end of unit in text, or in additional materials).
  2. Explanation of paradigm.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.

F. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.

G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

# CONDITION 13-2

# ECOUTER ET PARLER

V. Specific Classroom Activities.

  A. Overview.

    1. Text: LE FRANÇAIS: ECOUTER ET PARLER, by Côté, Levy and O'Connor, published by Holt, Rinehart and Winston, 1962.

      a. Teacher to have copy of Teacher's Edition.

      b. Each student to have his own copy of text.

    2. Required equipment and materials.

      a. Audio-active laboratory.

      b. Tape recorder or record player.

      c. Complete set of sequential lab tapes.

      d. Student practice records for home use.

      e. Tests for evaluation of listening and reading comprehension.

    3. Optional equipment and material.

      a. Set of flashcards.

      b. Printed unit quizzes.

      c. Grading charts.

      d. Songbooks with recordings.

      e. Complete set of test tapes.

  B. Suggestions to the teacher.

    1. Use of foreign language.

      a. Essential for teacher to conduct class in French.

      b. English to be used only when necessary for clarifying difficult points.

    2. Pronunciation.

      a. Teacher's pronunciation to serve as model.

      b. Teacher should spend an average of three to five minutes daily on pronunciation drills.

      c. For detailed instructions see specific units of Teacher's Edition.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing of material previously introduced.
5. Grammar.
    a. Of grammar itemized at beginning of each unit in Teacher's Edition, the following not to be taught:
        1) Pluperfect tense.
        2) SI with imperfect.
        3) Conditional.
        4) Subjunctives.
    b. In addition to that listed in Teacher's Edition, the following grammar to be taught:
        1) Definite and indefinite articles.
        2) ALLER plus infinitive.
        3) Present tense: -RE and -IR verbs.
        4) ECRIRE, LIRE, DIRE - in present tense.
        5) Indirect object pronouns.
        6) Past indefinite: formation of regular past participles, negative and interrogative.
        7) Past participles of LIRE, AVOIR, ÊTRE, FAIRE.
        8) SORTIR, PARTIR, VENIR - in present tense.
        9) Object pronouns with past indefinite.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.

   c. No formal translation permitted.

7. Homework.
   a. During prereading phase, dialog memorization with aid of student practice records.
   b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
   c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
   a. Should start at conclusion of prereading phase.
   b. Should always be based on previously learned dialogs and conversations.
   c. Refer to Teacher's Edition for further suggestions for written work.
9. Culture.
   a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
   b. Refinement culture.
      1) Not developed in text, except for folksong section.
      2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. Calculated recurrence in text of vocabulary and structure.
    b. Use review sections after Units 5, 8, 10, 13, 15.
11. Testing.
    a. Proportion of grade based on oral testing:
       1) Prereading phase--100 per cent.
       2) After prereading--50 per cent.
    b. Printed tests to be administered after Units 5, 10, 15.
    c. To supplement, teacher may use following types of tests:
       1) Dictation (only of previously learned material).
       2) Rejoinder and completion.

        - 3) Multiple choice.
        - 4) True-false.

- C. Methodology.
    - 1. Dialog.
        - a. Give oral model of dialog sentences.
        - b. Dramatize sentences, using props, gestures, etc.
        - c. Drill dialog by proceeding from choral, part-choral to individual.
        - d. After several sentences have been learned, play that portion of practice record for class.
            - 1) Distribute records.
            - 2) Ask students to practice lines at home for 15 to 20 minutes.
    - 2. Question-answer practice.
        - a. Present oral models.
        - b. Begin repetition by class, row and individual.
        - c. Perform in pairs.
    - 3. Pattern practice.
        - a. Model pattern several times with first substitution item.
        - b. Have students imitate model.
        - c. Follow procedure (a,b) through all substitution items.
        - d. Have students close books and repeat drill as before.
    - 4. Grammar.
        - a. Introduce in same sequence as prescribed in Teacher's Edition.
        - b. Present only after examples have appeared in text.
        - c. Devote approximately one fourth of weekly instruction time to grammar.
        - d. Write grammar rules and generalizations on blackboard.
        - e. Have student keep a notebook.
            - 1) This to include grammar rules and paradigms.
            - 2) This material to be memorized by student.
    - 5. Teaching games (See Teacher's Edition).

6. Conversations.
    a. Read conversation once or twice to students who follow it in their texts.
    b. See Teacher's Edition for procedure and for extending conversations.
7. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
    a. Teach by repetition.
    b. Drill by question-answer.
8. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Student must not record.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Edition for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester-- 5 units.
    2. At end of year-- 10 units.

## VI. Model lesson plans

### FSG

### FIRST DAY

A. Orientation.

1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
        1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
        2) Language learning - acquiring skills of communication.
            a) Speaking, reading, writing.
            b) Must "break the sound barrier" while understanding grammatical structures included.
            c) Like learning to play a musical instrument.
                1. Skills developed through practice, correction and more practice.
                2. Language is actually habit, with correct grammatical construction being automatic.
                3. Language is communicative.

B. Method of first four units.

1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking precedence.
2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
        1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.
4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is __________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Emphasize active student participation.
5. Introduction of TU and VOUS forms of grammar - explain differences and usages.
6. Time allowing, begin presentation of basic dialog, Unit 1.

## FSG
## INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Cardinal Numbers, Unit 5.
    a. Counting in and out of sequence.
    b. Choral reinforcement where needed.

B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model French.
      1) Make use of same props, gestures and dramatization.
  2. Teach first half of dialog, Unit 6.
    a. Model each line several times.
      1) Break lines into partials where needed, using "backward build-up."
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (10 minutes).
  1. Pattern practices, Unit 5.
    a. Rapid choral repetition of patterns.
    b. Random sampling of individual repetition (May use item substitution).
    c. Choral reinforcement on weak points only.
  2. Check-up on pronunciation (Teacher's Edition).
    a. Check individual pronunciation of key words.
    b. Choral repetition where reinforcement is needed.
  3. Factual and personal questions, Unit 5.
    a. Found in conversations.
    b. Questions to elicit both first and third person questions and answers.
    c. Rapid work with pairs of students (at their seats).
    d. Cue correct responses to prevent "stumbling."
    e. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
  1. Dialog and question-answer practice, Unit 5.
    a. Review reading.
      1) Choral - individual.
    b. Dictation.

E. Grammar (10 minutes).
  1. Drawing paradigm of grammar generalization on board (to be found at end of unit in text or in additional materials).
  2. Explanation of paradigm.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.

F. Re-entry (2 minutes).
  1. Choral repetition of first half of dialog, Unit 6.

G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

# GRAMMAR OUTLINE FOR A-LM FRENCH

## SUBJECT PRONOUNS

| | Singular | Plural |
|---|---|---|
| 1st person | I - je, j' | we - nous |
| 2nd person | you- tu | you - vous |
| 3rd person masculine | he - il | they- ils |
| 3rd person feminine | she- elle | they- elles |

1. Je becomes j' when following word begins with a vowel.
2. Tu and vous.
   a. Tu (familiar form) used to refer to a close friend, classmate, member of one's family, small child or an animal.
   b. Vous may also refer to one person, but always should be employed in cases not listed in the examples above (a).
3. Ils and elles.
   a. Ils used when some or all members are masculine.
   b. Elles used when all members of a group are feminine.

## AVOIR (TO HAVE) - PRESENT TENSE

| | Singular | Plural |
|---|---|---|
| 1st person | I have - j'ai | we have - nous avons |
| 2nd person | you have - tu as | you have - vous avez |
| 3rd person | he has - il a | they have - ils ont |
| | she has - elle a | they have - elles ont |

## DEFINITE ARTICLES

| | Singular | All Plurals |
|---|---|---|
| Preceding a masculine consonant. | Voici le village. | Voici les villages. |
| Preceding a feminine consonant. | Voici la porte. | Voici les portes. |
| Preceding any noun beginning with a vowel. | Voici l'ami. | Voici les amis. |

1. All nouns in French are either masculine (le village) or feminine (la porte). This is what is meant by the gender of a noun.
2. Preceding a vowel, the singular article is l', (l' ami, l' orange).
3. Les is the definite article used for all nouns in the plural.
4. Many nouns form their plurals by adding "s" to the singular.

## -ER VERBS, PRESENT TENSE

| | Singular | Plural |
|---|---|---|
| 1st person | je trouve | nous trouvons |
| 2nd person | tu trouves | vous trouvez |
| 3rd person | il trouve | ils trouvent |
| | elle trouve | elles trouvent |

1. Regular -er verbs have an infinitive which ends in -er. This type of verb constitutes the largest class of verbs in French.
2. The infinitive is the "to" form of the verb: donner, "to give"; chercher, "to look for"; etc. This specific verb form is not directly preceded by a subject pronoun.
3. One can form the present tense of all -er verbs by:
   a. Dropping the -er from the infinitive to find the stem. (For example, the stem of the verb trouver is trouv).
   b. Adding the following written endings to the stem:

| | |
|---|---|
| -e | -ons |
| -es | -ez |
| -e | -ent |
| -e | -ent |

4. Je becomes j' before all verbs beginning with vowels and most verbs beginning with "h" (j'aime, j'habite).
5. The following is a list of the -er verbs studied thus far:

aimer
chercher
déjeuner
demander
écouter
garder
habiter
jouer
marcher
présenter
regarder

INDEFINITE ARTICLES

| | Singular | Plural |
|---|---|---|
| Masculine | J'ai un livre. | J'ai des livres. |
| Feminine | J'ai une montre. | J'ai des montres. |

1. The indefinite article is used with objects which one can count (a book, three flowers).
2. Des is equivalent to the English "some" or "any" either expressed or understood.
   a. I have some books.
   b. I have books.
   c. Have you any books?

## GRAMMAR OUTLINE FOR ECOUTER ET PARLER

### IMPERATIVE - COMMAND FORM OF THE VERB

1. Formed from the present tense.
2. No subject pronouns are used.

| Present | Imperative |
|---|---|
| tu parles | parle! |
| nous parlons | parlons! |
| vous parlez | parlez! |

Note the final "s" in the tu form

### IMPERATIVE OF ALLER

va!
allons!
allez!

Formed by using rule for regular -er verbs.

### FUTURE TENSE

To form the future in French the following endings are added to the infinitive of most regular verbs:

| Singular | Plural |
|---|---|
| -ai | -ons |
| -as | -ez |
| -a | -ont |

### PARLER - FUTURE TENSE - FINIR

| Singular | | Plural | |
|---|---|---|---|
| je | parlerai | nous | parlerons |
| tu | parleras | vous | parlerez |
| il ) | | ils ) | |
| elle) | parlera | elles) | parleront |
| on ) | | | |

| Singular | | Plural | |
|---|---|---|---|
| je | finirai | nous | finirons |
| tu | finiras | vous | finirez |
| il ) | | ils ) | |
| elle) | finira | elles) | finiront |
| on ) | | | |

### PRENDRE - FUTURE TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | prendrai | nous | prendrons |
| tu | prendras | vous | prendrez |
| il ) | | ils ) | |
| elle) | prendra | elles) | prendront |
| on ) | | | |

Note that when the infinitive ends in -re it is necessary to drop the "e" before adding the future tense endings.

## AGREEMENT OF PAST PARTICIPLE WITH AVOIR VERBS

1. The past participle of a verb conjugated with avoir agrees in number and gender with the preceding direct object.
   - a. Il est formidable! Quand l'as-tu acheté?
   - b. Elle est grande. Quand l'avez-vous achetée?
2. If the direct object does not precede the verb, there is no agreement. Elle a acheté une belle robe.
3. There is no agreement with en.
   - a. Nous en avons acheté au marché.

## INTERROGATIVE PRONOUNS

| | | |
|---|---|---|
| 1. Qui | (subject) | Qui est là? |
| 2. Que | (object) | Que fait Paul? |
| 3. Qu'est-ce que | (object) | Qu'est-ce que Paul fait? |

## POSSESSIVE PRONOUNS

1. Purpose - to replace possessive adjective plus noun.
   - a. Agrees in number and gender with noun it replaces.
   - b. Caution - possessive pronouns agree with thing possessed and not the possessor.
2. Forms:

| Singular | | Plural | |
|---|---|---|---|
| Masculine | Feminine | Masculine | Feminine |
| le mien | la mienne | les miens | les miennes |
| le tien | la tienne | les tiens | les tiennes |
| le sien | la sienne | les siens | les siennes |
| le nôtre | la nôtre | les nôtres | les nôtres |
| le vôtre | la vôtre | les vôtres | les vôtres |
| le leur | la leur | les leurs | les leurs |

Examples:
1. J'ai acheté ma robe. Avez-vous acheté la vôtre?
2. Nous écoutons ses disques. Ecoutez-vous les siens?
3. Avez-vous pris mon auto? Je n'ai pas pris le leur.

## OBJECT PRONOUNS WITH THE IMPERATIVE

1. Position.
   - a. Object pronouns are generally placed before the verb.
   - b. In the affirmative imperative they follow the verb and are connected to it by means of a hyphen.
2. Examples.
   - a. Donnez la glace à votre frère. Donnez-le à votre frère.
   - b. Allez à l'église. Allez-y.
   - c. Achetez des glaces. Achetez-en.
3. Paradigms showing precedence.

me
te (le (lui
se (la (leur (y (en
nous (les
vous

## NEGATION - NE...PAS

| Singular | Plural |
|---|---|
| Je ne donne pas. | Nous ne donnons pas. |
| Tu ne donnes pas. | Vous ne donnez pas. |
| Il ne donne pas. | Ils ne donnent pas. |
| Elle ne donne pas. | Elles ne donnent pas. |

1. Ne + verb + pas, plus are negative constructions.
2. Before verbs beginning with vowels (and in most cases those beginning with an "h"), ne becomes n'.
    - a. Je n'aime pas.
    - b. Nous n'écoutons pas.
    - c. Ils n'habitent plus là-bas.

## AFFIRMATIVE PARTITIVE FORMS

1. Indefinite article (un, une, des).
    - a. Used with things that can be counted (un livre, des amis).
2. Partitive construction.
    - a. Used with things which cannot generally be counted (du beurre, de la chance).
    - b. Refers to a "part" or "portion," and not to all, of a thing named.
3. English equivalent of the partitive is "some" or "any" stated or understood.

| | |
|---|---|
| masculine | J'ai du fromage. |
| feminine | J'ai de la glace. |
| any noun beginning with a vowel | J'ai de l' argent |

## INDEFINITE AND PARTITIVE FORMS -- AFFIRMATIVE AND NEGATIVE

### AFFIRMATIVE

| | |
|---|---|
| Nouns beginning with consonant. | J'ai un livre.<br>" des livres.<br>" une voiture.<br>" des voitures.<br>" du fromage.<br>" de la pâtisserie. |
| Nouns beginning with vowel. | J'ai un ami.<br>" des amis.<br>" une orange.<br>" des oranges.<br>" de l'argent. |

## NEGATIVE

Nouns beginning with consonant.

Je n'ai pas de livre.
" " de livres.
" " de voitures.
" " de fromage.
" " de pâtisserie.

Nouns beginning with vowel.

Je n'ai pas d'ami.
" " d'amis.
" " d'orange.
" " d'oranges.
" " d'argent.

1. In negative construction, de precedes a noun beginning with a consonant, but d' precedes a noun beginning with a vowel.
2. Some nouns may have either an indefinite or a partitive construction, depending on intended meaning.
   a. du pain - some bread
      un pain - a loaf of bread
   b. de la glace - some ice cream
      une glace - a dish of ice cream

## ALLER (TO GO) -- PRESENT TENSE

| Singular | Plural |
|---|---|
| je vais | nous allons |
| tu vas | vous allez |
| il )<br>elle) va<br>*on ) | ils )<br>elles) vont |

1. Aller, like avoir and être, is an irregular verb.
2. *On is a subject pronoun which may mean "one," "we," or "they."
   a. The verb accompanying on is singular in form, even though the pronoun may refer to more than one person.

## ALLER + INFINITIVE

Je vais regarder le livre demain.
Je vais écouter ses disques lundi.
Je vais faire du ski en février.

1. The use of the present tense of aller plus an infinitive indicates future action.

## ADJECTIVES FOLLOWING NOUNS

1. Most adjectives form the feminine by adding final "e."

| Masculine | Feminine |
|---|---|
| un déjeuner froid | une glace froide |
| le pain chaud | la saucisse chaude |
| un cahier vert | une robe verte |
| le cahier noir | la robe noire |
| un cahier bleu | une fleur bleue |

2. Some adjectives end differently in the masculine and the feminine.

| Masculine | Feminine |
|---|---|
| le cahier blanc | la fleur blanche |
| un cahier neuf | une robe neuve |

3. Some adjectives have the ending "e" in both the masculine and feminine.

| Masculine | Feminine |
|---|---|
| le cahier jaune | la fleur jaune |
| le cahier rouge | la fleur rouge |

4. Adjectives are regularly of the same number and gender as the noun which they describe.
5. Most adjectives end in "e" in the feminine with very few exceptions.
6. Most adjectives, like nouns, add "s" to the singular in order to form the plural.

## ÊTRE (TO BE) - PRESENT TENSE

| Singular | Plural |
|---|---|
| I am - je suis | we are - nous sommes |
| you are - tu es | you are - vous êtes |
| he is - il est | they are - ils sont |
| she is - elle est | they are - elles sont |

1. *Être*, like *avoir*, does not belong to any large group of verbs and is called an "irregular verb." The various forms of other verbs bear no resemblance to those of *être*.

## SUBJECT PRONOUNS - 3RD PERSON

| | Singular | Plural |
|---|---|---|
| | Robert est grand. | Robert et Paul sont grands. |
| Masculine | *Il* est grand. | *Ils* sont grands. |
| | Le cahier est grand. | Les cahiers sont grands. |
| | *Il* est grand. | *Ils* sont grands. |
| | Louise est libre. | Louise et Anne sont libres. |
| Feminine | *Elle* est libre. | *Elles* sont libres. |
| | La table est libre. | Les tables sont libres. |
| | *Elle* est libre. | *Elles* sont libres. |

1. The above pronouns (underlined) refer to things in their respective genders as well as boys or men, girls or women.

## FAIRE - PRESENT TENSE

| Singular | Plural |
|---|---|
| je fais | nous faisons |
| tu fais | vous faites |
| il ) | ils ) |
| elle)fait | elles)font |
| on ) | |

## DU, DE LA, DE L", DES

| | Singular | Plural |
|---|---|---|
| Masculine | Il parle *du* garçon. | (garçons. |
| Feminine | Il parle *de la* jeune fille. | Il parle *des*(jeunes filles blondes. |
| Nouns beginning with vowels | Il parle *de l'* ami de Jean. | (amis de Jean. |

1. The meaning of the above may change according to context.
    a. Il a *du* pain. He has some bread.
    b. Il parle *du* livre. He is talking about the book.

## INTERROGATION

1. Four ways to ask a question in French.
    a. Inflection.
        1) Il joue aux cartes?
            a) To distinguish this from a statement, the voice is raised at the end of the question.
    b. With *n'est-ce pas*? (at end of sentence).
        1) Ton père a une voiture, n'est-ce pas?
            a) One expects a "yes" answer to this type of question.
    c. With *est-ce que* (begins the sentence).
        1) Est-ce que tu fais du français?
        2) Est-ce qu'il va au café?
            a) *Que* becomes *qu'* when it precedes a word beginning with a vowel.

d. Inversion of verb (pronoun subject follows verb).
    1) Avez-vous trois soeurs?
    2) Votre père, fait-il du ski?
        a) When subject is a noun, it is followed by the inverted form of the verb and pronoun.
    3) Va-t-il au café?
        a) va-t-il?
            a-t-on?
            reste-t-il?

            A "t" is inserted between the verb and pronoun when the 3rd person of the verb ends in a vowel.

4. Inversion is seldom used in ordinary conversations with the pronoun je.
    a. One will see, however, the forms ai-je, suis-je, and vais-je.

## CONTRADICTORY RESPONSE - SI

1. Si is an affirmative reply to a negative question or statement, which indicates contradiction.

| | |
|---|---|
| Est-ce que vous allez à la porte? | Oui, j'y vais. |
| Est-ce que vous n'allez pas à la porte? | Si, j'y vais. |

| | |
|---|---|
| Il aime ses skis? | Oui, il aime ses skis. |
| Il n'aime pas ses skis? | Si, il aime ses skis. |

## POSSESSIVE ADJECTIVES

| | Singular nouns | | Plural nouns | |
|---|---|---|---|---|
| Masculine | mon | (livre | | (livres |
| Word beginning with vowel. | | (amie | mes | (amies |
| Feminine | ma | soeur | | (soeurs |
| | ton | (livre | | (livres |
| | | (amie | tes | (amies |
| | ta | soeur | | (soeurs |
| | son | (livre | | (livres |
| | | (amie | ses | (amies |
| | sa | soeur | | (soeurs |
| | | (livre | | (livres |
| | notre | (amie | nos | (amies |
| | | (soeur | | (soeurs |
| | | (livre | | (livres |
| | votre | (amie | vos | (amies |
| | | (soeur | | (soeurs |
| | | (livre | | (livres |
| | leur | (amie | leurs | (amies |
| | | (soeur | | (soeurs |

1. Usage in sentence.

| Singular | Plural |
|---|---|
| J'ai mon livre. | J'ai mes livres. |
| Elle cherche sa soeur. | Elle cherche ses soeurs. |
| Vous aimez votre amie. | Vous aimez vos amies. |

a. The possessive adjective in French is always of the same number and gender as the noun which follows (i.e., the object possessed).
   1) Exception: The masculine singular form is used before any singular word beginning with a vowel. Je cherche mon école.

### POSSESSION AND RELATION

Je cherche (le livre / (la cousine
(de Robert.
(du garçon.
(de la blonde
(de l'ami de Marie.
(des jeunes filles.

1. Rule: de + name
du )
de la) + noun
de l')
des )

### AU, À LA, À L', AUX

| | | Singular | | Plural |
|---|---|---|---|---|
| Masculine | | ( au garçon. | | ( garçons. |
| Feminine | Je parle | (à la jeune fille. | Je parle aux | (jeunes filles. |
| Nouns beginning with vowels. | | (à l'ami de Marie. | | (amis de Marie. |

### -RE VERBS - PRESENT TENSE

| Singular | Plural |
|---|---|
| je réponds | nous répondons |
| tu réponds | vous répondez |
| il ) | ils ) |
| elle) répond | elles) répondent |
| on ) | |
| je descends | nous descendons |
| tu descends | vous descendez |
| il ) | ils ) |
| elle) descend | elles) descendent |
| on ) | |

1. Present tense of -re verbs is formed with:
    a. The stem (-re dropped from infinitive).
    b. The endings
        -s -ons
        -s - ez
        -- -ent
        1) No ending in 3rd person singular.
        2) Plural endings like those of -er verbs.
2. Other similar verbs are attendre, entendre, perdre.

### PRENDRE - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | prends | nous | prenons |
| tu | prends | vous | prenez |
| il ) | | ils | |
| elle) | prend | elles) | prennent |
| on ) | | | |

### COMPRENDRE - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | comprends | nous | comprenons |
| tu | comprends | vous | comprenez |
| il ) | | ils ) | |
| elle) | comprend | elles) | comprennent |
| on ) | | | |

1. Note plural forms.
    a. No "d" in stem.
    b. "N" is doubled in 3rd person plural.

### OBJECT PRONOUNS - LE, LA, L', LES

| | |
|---|---|
| 1. Regarde-t-il le garçon? | Oui, il le regarde. |
| 2. Regarde-t-elle la jeune fille? | Oui, elle la regarde. |
| 3. Attend-il le garçon? | Oui, il l'attend. |
| 4. Attend-il la jeune fille? | Oui, il l'attend. |
| 5. Regarde-t-il les garçons? | Oui, il les regarde. |
| 6. Attend-il les jeunes filles? | Oui, il les attend. |

Rules for the above:
- a. These pronouns replace nouns.
- b. The 3rd person object pronouns are identical to the corresponding forms of the definite article.
- c. Le and la become l' before vowel.
- d. These object pronouns immediately precede the verb.
    1) Il les attend.
    2) Il ne les attend pas.
    3) Les attend-il?

## EXPRESSIONS OF QUANTITY

| | Singular | | Plural |
|---|---|---|---|
| | (assez | | (livres. |
| | (trop | de | (disques. |
| Il a | (beaucoup | | (blouses. |
| | (combien | d' | (argent. |
| | (peu | | (oranges. |

1. De becomes d' before a vowel.

## -IR VERBS (LIKE FINIR) - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | finis | nous | finissons |
| tu | finis | vous | finissez |
| il ) | | ils ) | |
| elle) | finit | elles) | finissent |
| on ) | | | |

1. Stem is found by dropping -ir from infinitive.
2. Verb is conjugated by adding endings:

| | |
|---|---|
| - is | - issons |
| - is | - issez |
| - it | - issent |

## ECRIRE - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| j' | écris | nous | écrivons |
| tu | écris | vous | écrivez |
| il ) | | ils ) | |
| elle) | écrit | elles) | écrivent |
| on ) | | | |

Note: "V" in plural forms.

## LIRE - PRESENT TENSE - DIRE

| Singular | | Plural | |
|---|---|---|---|
| je | lis | nous | lisons |
| tu | lis | vous | lisez |
| il ) | | ils ) | |
| elle) | lit | elles) | lisent |
| on ) | | | |

| Singular | | Plural | |
|---|---|---|---|
| je | dis | nous | disons |
| tu | dis | vous | dites |
| il ) | | ils ) | |
| elle) | dit | elles) | disent |

1. Note difference in 2nd persons of the plural.

## OBJECT PRONOUNS - LUI, LEUR

| | |
|---|---|
| 1. Je parle à Robert. | Je lui parle. |
| 2. Je parle à Alice. | Je lui parle. |
| 3. Je parle à Alice et à Roger. | Je leur parle. |
| 4. Je parle à Alice et à Jeanne. | Je leur parle. |

1. These pronouns replace à plus noun.
2. These pronouns refer to people.

## METTRE - PRESENT TENSE

| Singular | Plural |
|---|---|
| je mets | nous mettons |
| tu mets | vous mettez |
| il ) | ils ) |
| elle) met | elles) mettent |
| on ) | |

## PERMETTRE - PRESENT TENSE

| Singular | Plural |
|---|---|
| je permets | nous permettons |
| tu permets | vous permettez |
| il ) | ils ) |
| elle) permet | elles) permettent |
| on ) | |

1. Mettre and permettre follow the same pattern in conjugation.
2. Note the double "t" in the plural forms.

## OBJECT PRONOUNS - ME, TE, NOUS, VOUS

| Singular | Plural |
|---|---|
| Il me cherche. | Il nous cherche. |
| Il m' attend. | Il nous attend. |
| Il te cherche. | Il vous cherche. |
| Il t' attend. | Il vous attend. |

1. Note that before a verb beginning with a vowel me and te become m' and t'.
2. Nous and vous remain the same whether the verb begins with a vowel or a consonant.

## PASSÉ COMPOSÉ WITH AVOIR

| Singular | Plural |
|---|---|
| j' ai regardé | nous avons regardé |
| tu as regardé | vous avez regardé |
| il ) | ils ) |
| elle) a regardé | ont regardé |
| on ) | |
| | elles) |

1. Passé composé indicates completed action in the past.

## PAST PARTICIPLES

| Regular | | Irregular | |
|---|---|---|---|
| j'ai regardé | (regarder) | j'ai dit | (dire) |
| j'ai répondu | (repondre) | j'ai écrit | (écrire) |
| j'ai fini | (finir) | j'ai pris | (prendre) |
| | | j'ai mis | (mettre) |

1. Teacher should compile a list of verbs from the text that illustrate the formation of these participles.
2. Negative and interrogative.

| | |
|---|---|
| Je n'ai pas écouté. | Avez vous parlé à Paul? |
| Je n' ai jamais dit ça. | Avez vous écrit à Marie? |

## PASSÉ COMPOSÉ OF MORE IRREGULAR VERBS WITH AVOIR

J'ai lu un livre. (lire)
J'ai eu de la chance. (avoir)
J'ai été en retard. (être)
J'ai fait sa connaissance. (faire)

## SORTIR - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | sors | nous | sortons |
| tu | sors | vous | sortez |
| il ) | | ils ) | |
| elle) | sort | elles) | sortent |
| on ) | | | |

1. The verb partir follows the same pattern.

## VENIR - PRESENT TENSE

| Singular | | Plural | |
|---|---|---|---|
| je | viens | nous | venons |
| tu | viens | vous | venez |
| il ) | | ils ) | |
| elle) | vient | elles) | viennent |
| on ) | | | |

1. The verbs revenir and tenir follow the same pattern.

## PASSÉ COMPOSÉ WITH ÊTRE

| Masculine subject | Feminine subject |
|---|---|
| Je suis resté. | Je suis restée. |
| Tu es resté. | Tu es restée. |
| Il est resté. | Elle est restée. |
| Nous sommes restés. | Nous sommes restées. |
| Vous êtes restés. | Vous êtes restées. |
| Ils sont restés. | Elles sont restées. |

Vous (Paul) êtes resté.
Vous (Marie) êtes restée.
Vous (Paul et Marie) êtes restés.
Vous (Marie et Jeanne) êtes restées.

1. Past participle agrees in number and gender with the subject.
2. Teacher should compile a list of regular and irregular verbs to be used in this generalization.

## DEMONSTRATIVE ADJECTIVES

| | |
|---|---|
| Je vais à cette boulangerie. | Je vais à ces boulangeries. |
| Je vais à cet établissement. | Je vais à ces établissements. |
| Je vais à ce lycée. | Je vais à ces lycées. |

1. English equivalents:
   a. Singular - "this" or "that."
   b. Plural - "these" or "those."
2. Meaning is determined by context.

## ADJECTIVES BEFORE NOUNS - SINGULAR FORM

(le beau livre.
Je cherche (le bel homme.
(la belle dame.

(un nouveau livre
C'est (un nouvel établissement.
(une nouvelle idée.

(le vieux livre.
Voilà (le vieil homme.
(la vieille voiture.

1. The above adjectives have a special form before a masculine noun beginning with a vowel.

C'est (un bon livre.
(une bonne idée.

1. Note the difference in spelling between masculine and feminine forms.

(le grand homme.
Voici (la grande voiture.
(un petit homme.
Voici (une petite voiture.
(un mauvais livre.
Voici (une mauvaise idée.

1. The above adjectives follow the general rule. They end in "e" in the feminine but not in the masculine form.

N.B. Although most adjectives follow the noun, those in the sentences above are among the most commonly used which precede the noun.

## ADJECTIVES BEFORE NOUNS - PLURAL FORMS

(de mauvais livres.
Voici (de mauvaises idées.

(de vieux hommes.
Voilà (de vieux livres.
(de vieilles dames.

1. Adjectives ending in "s" or "x" in the masculine singular do not change in the masculine plural.

(de beaux livres.
Je cherche (de beaux hommes.'
(de belles dames.

(de nouveaux livres.
Voilà (de nouveaux établissements.
(de nouvelles idées.

1. Adjectives ending in "eau" in the masculine singular add "x" in the masculine plural.

(de bons livres.
(de bonnes idées.
Voici (de grands livres.
(de grandes voitures.
(de petits livres.
(de petites voitures.

1. The above adjectives, like most adjectives, add "s" to form the masculine and feminine plurals.

N.B.

a. Adjectives preceding plural nouns require the form de instead of des.
b. In a few cases, where the adjective is considered part of the noun, it is preceded by des.
   1) Example: des jeunes filles
      but
      de jolies jeunes filles

## OBJECT PRONOUNS WITH PASSÉ COMPOSÉ

Il l'a regardé.
Il lui a répondu.

1. In the passé composé, object pronouns precede the verb.

# THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

## I. Strategy III: The functional skills-grammar method.

This condition subscribes to both the objectives and the basic methodology of the "Functional Skills Method." The major point of contention is how best to develop structural mastery - the basis of effective language usage - in the school setting.

According to this approach pattern drills are supplemented by explicit instruction in the appropriate grammar. Extreme care is exercised to limit the grammar to clarifying the pattern which was practiced during the dialog - (grammar is not taught independently of the language habits developed).

## II. Rationale.

Essentially, there is no empirical evidence to support the elimination of formal grammar instruction in teaching a foreign language. Indeed, Mueller reported that students frequently fail to perceive grammatical signals even after extensive drills. Others argue that the manner in which a child learns his native tongue is not entirely analogous to the way an adolescent learns a second language in the classroom. In the latter case the student can "bring his intellect to bear on his problems and can speed up immeasurably through generalizations, shortcuts, and insights into the way the language operates if, and when, he understands its structure analytically."

Finally, the accompanying explanation might serve to prevent possible student boredom when he indulges in repetitious practice for considerable periods of time.

## III. List of general criteria.

A. Use of target language in classroom.
  1. By the student: for all responses.
  2. By the teacher: for daily routine communication to pupils of instructions, cues and models.

B. Native tongue to be used only for describing grammar and syntax.

C. Sequence of learning.
  1. Hearing.
  2. Speaking.
  3. Reading.
  4. Writing.

D. Grammar.
  1. Descriptive rather than prescriptive.
  2. Incidental to functional skills being taught.

E. Reading.
  1. Printed material always presented as a transcription of spoken forms.
  2. As direct communication without the intermediary of translation from the target language to the native tongue.

F. Writing - learned first as a transcription of spoken forms.

G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.

H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

## IV. Expected level of proficiency in four skills - functional skills-grammar method.

A. Listening comprehension.
  1. At end of semester.
    a. Phonemic discrimination - all basic sounds of the language.
    b. Understanding of basic words and phrases - spoken at normal speed.
  2. At end of year.
    a. Phonemic discrimination - nearly all phonemic differences.
    b. Understand simple conversation spoken at normal speed.

B. Speaking.
  1. At end of semester.
    a. Repeat any word or phrase with good accent and intonation.
    b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  2. At end of year.
    a. Repeat sentences with correct accent and intonation.
    b. Engage in simple conversation on a variety of basic everyday situations.
    c. Ability to vary spontaneously any basic structures already learned.

C. Reading.
  1. At end of semester.
    a. Read and understand directly (without translating) simple dialogs.
    b. Understand grammatical functions in the reading material.
  2. At end of year.
    a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
    b. Ability to understand all grammatical functions in the readings.

D. Writing.
  1. At end of semester.
    a. Write simple phrases previously learned with understanding of the grammatical functions involved.
    b. Reproduce from dictation basic dialogs already learned.
  2. At end of year.
    a. Ability to answer questions in writing with spontaneous variation of forms and structures previously learned.
    b. Ability to express in writing simple concepts dealing with everyday situations.

## SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

## SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSGM--AA

# DO'S AND DON'TS

## Do's

1. Use lab two 25-minute periods per week.
2. Use lab tapes in class an average of one fourth period daily.
3. Supervise and monitor all lab drill.
4. Conduct class in foreign language.
5. Use English only for explaining structures and grammar.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Devote an average of one third of class time to teaching of grammar.
9. Teach grammar after textual examples appear.
10. Follow grammar sequence prescribed by text.
11. Require students to keep notebook for grammar.
12. Have students memorize rules of grammar.
13. Start writing at end of prereading phase.
14. Give writing assignments on previously learned material.

## Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.
6. No recording by students in lab.

FSGM--AAR

# DO'S AND DON'TS

## Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drills.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English only for explaining structures and grammar.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Devote an average of one third of class time to grammar.
10. Follow grammar sequence prescribed by text.
11. Teach grammar after textual examples appear.
12. Require students to keep notebook for grammar.
13. Have students memorize rules of grammar.
14. Start writing at end of prereading phase.
15. Give writing assignments on previously learned material.

## Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.

## LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

## LAB PROCEDURES--AAR LAB

1. Equipment check.
   a. Teacher.
      1) Turn on console power and put on program.
      2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
   b. Students.
      1) Check for and report any damage at once.
      2) Set up tape for recording.
      3) Turn on controls.

2. Opening procedures.
   a. Teacher - start program.
   b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
   a. Part I.
      1) Teacher - monitor by listening at console and/or circulating around the lab.
      2) Students - listen and record program for approximately 10 minutes.
   b. Part II.
      1) Teacher - keep order while students play back and listen to their recordings.
      2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
   a. Teacher.
      1) Rewind program tapes.
      2) Turn off console power.
   b. Students.
      1) Rewind tapes.
      2) Replace headsets.
      3) Turn off controls.

## CONDITION 15-1

## A-LM FRENCH LEVEL ONE

V. Specific classroom activities.

- A. Overview.
  - 1. Text: A-LM FRENCH LEVEL ONE, published by Harcourt, Brace and World, 1961, 1962, 1964.
    - a. Teacher to have copy of text and Teacher's Manual.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active-record laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of lab tapes or records.
    - d. Student practice records for home use.
  - 3. Optional equipment and materials.
    - a. Teacher's cue cards.
    - b. Dialog posters.
    - c. Student test booklets.
    - d. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in French.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
    - c. Corresponding drill tapes to be used as supplement.
    - c. For detailed instructions see Teacher's Manual.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. All grammar appearing in "Generalizations" to be taught.
    b. In addition, the following to be taught:
        1) Verbs.
            a) Imperative, formal and familiar.
            b) Future tense.
            c) Agreement of past participle with AVOIR verbs.
        2) Pronouns.
            a) Interrogative.
            b) Possessive.
            c) Object pronouns with imperative.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (following page) for further homework suggestions.

8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase - 100 per cent.
        2) After prereading phase - 50 per cent.
    b. Unit tests (with key) in Teacher's Manual to be administered.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-false.

C. Methodology.
1. Dialog
    a. Give oral model of dialog sentences.
    b. Dramatize sentences, using props, gestures, etc.

- c. Indicate speaker, using dialog posters or stick figures.
- d. Drill dialog by proceeding from choral, part-choral to individual.
- e. After several sentences have been learned, play that portion of practice record for class.
    - 1) Distribute records.
    - 2) Ask students to practice lines at home for 15 to 20 minutes.
- f. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.
    - a. Relate dialog to student's personal experience to aid memorization.
    - b. Present oral models.
    - c. Practice with students.
    - d. Begin "chain practice" (See Teacher's Manual).
3. Structure drills.
    - a. Present frame utterance exemplifying grammatical point.
    - b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
    - a. Stimulate controlled conversation by commands.
    - b. For presentation see Teacher's Manual.
5. "Generalizations."
    - a. Draw paradigms (found at end of unit in text) on blackboard.
    - b. Explain grammatical rules and exceptions, and give examples.
    - c. Work with applicable drills.
    - d. Have student keep a notebook.
        - 1) This to include grammar rules and paradigms.
        - 2) This material to be memorized by student.
6. "Recombination Narratives."
    - a. Recite narrative once or twice and question students for comprehension.
    - b. See Teacher's Manual for further procedure.

7. "Recombination Reading Narratives."
    a. Read narrative once or twice to students who follow it in their texts.
8. "Supplement".
    a. Teach by repetition.
    b. Drill by question-answer.
9. Tapes
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Devote half of time to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Manual for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester - 4 to 5 units.
    2. At end of year - 9 units.

## VI. Model lesson plans.

### FSG

### FIRST DAY

A. Orientation.

1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
        1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
        2) Language learning - acquiring skills of communication.
            a) Speaking, reading, writing.
            b) Must "break the sound barrier" while understanding grammatical structures included.
            c) Like learning to play a musical instrument.
                1. Skills developed through practice, correction and more practice.
                2. Language is actually a habit, with correct grammatical construction being automatic.
                3. Language is communicative.

B. Method of first four units.

1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking procedure.

2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
        1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.

3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.

4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach student to say "My name is ________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Insist on active student participation.

5. Time allowing, begin presentation of basic dialog, Unit 1.

FSG

## INTERMEDIATE

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (Months of year, colors).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.

B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary.
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (10 minutes).
  1. Indefinite articles, Unit 5.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on indefinite articles.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation Drill A, Unit 5, Teacher's Manual, page 59.
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Directed dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
  1. Lesson 9, page 99.
    a. Review contrast drill.
    b. Dictation.

E. Grammar (10 minutes).
  1. Drawing paradigm of grammar generalization on board (To be found at end of unit in text, or in additional materials).
  2. Explanation of paradigm.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.

F. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.

G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

## CONDITION 15-2

## ECOUTER ET PARLER

V. Specific classroom activities.

- A. Overview.
  - 1. Text: LE FRANÇAIS: ECOUTER ET PARLER, by Côté, Levy and O'Connor, published by Holt, Rinehart and Winston, 1962.
    - a. Teacher to have copy of Teacher's Edition.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active-record laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of sequential lab tapes.
    - d. Student practice records for home use.
    - e. Tests for evaluation of listening and reading comprehension.
  - 3. Optional equipment and materials.
    - a. Set of flashcards.
    - b. Printed unit quizzes.
    - c. Grading charts.
    - d. Songbooks with recordings.
    - e. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in French.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

c. For detailed instructions see specific units of Teacher's Edition.

3. Vocabulary.
   a. Should be taught only within context of dialogs and drills.
   b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   a. Should be used daily for an average of one fourth of class period.
   b. Should be used for reinforcing material previously introduced.
5. Grammar.
   a. Of grammar itemized at beginning of each unit in Teacher's Edition, the following not to be taught:
      1) Pluperfect tense.
      2) SI with imperfect.
      3) Conditional.
      4) Subjunctives.
   b. In addition to that listed in Teacher's Edition, the following grammar to be taught:
      1) Definite and indefinite articles.
      2) ALLER plus infinitive.
      3) Present tense: -RE and -IR verbs.
      4) ECRIRE, LIRE, DIRE - in present tense.
      5) Indirect object pronouns.
      6) Past indefinite: formation of regular past particples, negative and interrogative.
      7) Past participles of LIRE, AVOIR, ÊTRE, FAIRE.
      8) SORTIR, PARTIR, VENIR - in present tense.
      9) Object pronouns with past indefinite.

6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Refer to Teacher's Edition for further suggestions for written work.
9. Culture.
    a. Only everyday activities and situations ( the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text, except for folksong section.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. Calculated recurrence in text of vocabulary and structure.
    b. Use review sections after Units 5, 8, 10, 13, 15.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase--100 per cent.
        2) After prereading phase--50 per cent.

    - b. Printed tests to be administered after Units 5, 10, 15.
    - c. To supplement, teacher may use following types of tests:
        - 1) Dictation (only of previously learned material).
        - 2) Rejoinder and completion.
        - 3) Multiple choice.
        - 4) True-false.

C. Methodology.

- 1. Dialog.
    - a. Give oral model of dialog sentences.
    - b. Dramatize sentences, using props, gestures, etc.
    - c. Drill dialog by proceeding from choral, part-choral to individual.
    - d. After several sentences have been learned, play that portion of practice record for class.
        - 1) Distribute records.
        - 2) Ask students to practice lines at home for 15 to 20 minutes.
- 2. Question-answer practice.
    - a. Present oral models.
    - b. Begin repetition by class, row and individual.
    - c. Perform in pairs.
- 3. Pattern practice.
    - a. Model pattern several times with first substitution item.
    - b. Have students imitate model.
    - c. Follow procedure (a,b) through all substitution items.
    - d. Have students close books and repeat drill as before.
- 4. Grammar.
    - a. Introduce in same sequence as prescribed in Teacher's Edition.
    - b. Present only after examples have appeared in text.

   c. Devote approximately one fourth of weekly instruction time to grammar.
   d. Write grammar rules and generalizations on blackboard.
   e. Have student keep a notebook.
      1) This to include grammar rules and paradigms.
      2) This material to be memorized by student.

5. Teaching games (See Teacher's Edition).
6. Conversations.
   a. Read conversation once or twice to students who follow it in their texts.
   b. See Teacher's Edition for procedure and for extending conversations.
7. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
   a. Teach by repetition.
   b. Drill by question-answer.
8. Tapes.
   a. In the laboratory.
      1) Two 25-minute periods per week.
      2) Devote half of time to recording; half to playback.
      3) Do not use dialogs.
      4) Supervise all drill (See Teacher's Edition for detailed instructions.
      5) Supplementary lab drill for individual students at discretion of teacher.
   b. In the classroom.
      1) Average of one fourth of total weekly instruction time.
      2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester-- 5 units.
2. At end of year-- 10 units.

## VI. Model lesson plans

### FSG

### FIRST DAY

A. Orientation.

  1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
      1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
      2) Language learning - acquiring skills of communication.
        a) Speaking, reading, writing.
        b) Must "break the sound barrier" while understanding grammatical structures included.
        c) Like learning to play a musical instrument.
          1. Skills developed through practice, correction and more practice.
          2. Language is actually habit, with correct grammatical construction being automatic.
          3. Language is communicative.

B. Method of first four units.
  1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking precedence.
  2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
      1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
  3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.
  4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is __________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Emphasize active student participation.
  5. Introduction of TU and VOUS forms of grammar - explain differences and usages.
  6. Time allowing, begin presentation of basic dialog, Unit 1.

## FSG
## INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Cardinal Numbers, Unit 5.
    a. Counting in and out of sequence.
    b. Choral reinforcement where needed.
B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model French.
      1) Make use of same props, gestures and dramatization.
  2. Teach first half of dialog, Unit 6.
    a. Model each line several times.
      1) Break lines into partials where needed, using "backward build-up."
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.
C. Review (10 minutes).
  1. Pattern practices, Unit 5.
    a. Rapid choral repetition of patterns.
    b. Random sampling of individual repetition (May use item substitution).
    c. Choral reinforcement on weak points only.
  2. Check-up on pronunciation (Teacher's Edition).
    a. Check individual pronunciation of key words.
    b. Choral repetition where reinforcement is needed.
  3. Factual and personal questions, Unit 5.
    a. Found in conversations.
    b. Questions to elicit both first and third person questions and answers.
    c. Rapid work with pairs of students (at their seats).
    d. Cue correct responses to prevent "stumbling."
    e. Choral and part-choral repetition of correct responses.
D. Reading, writing and spelling (10 minutes).
  1. Dialog and question-answer practice, Unit 5.
    a. Review reading.
      1) Choral - individual.
    b. Dictation.
E. Grammar (10 minutes).
  1. Drawing paradigm of grammar generalization on board (to be found at end of unit in text or in additional materials).
  2. Explanation of paradigm.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.
F. Re-entry (2 minutes).
  1. Choral repetition of first half of dialog, Unit 6.
G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

END
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